

DOCUMENT RESUME

BD 140 055

08

CE 011 355

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 TITLE "Operation New Horizons"--Right to Read--Adult Reading Academy. First Annual Report.
 INSTITUTION Northeast Alabama State Junior Coll., Rainsville, Ala.
 SPONS AGENCY Alabama State Dept. of Education, Montgomery.; Office of Education (DHEW), Washington, D.C.
 BUREAU NO 533EH60325
 PUB DATE Feb 77
 GRANT G007507188
 NOTE 109p.; Pages 42, 44, 66, 84, and 86 of the original document were blank cover sheets and were therefore removed

EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.
 DESCRIPTORS *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; *Community Education; Demography; Extension Education; Individualized Programs; Program Descriptions; Program Development; *Program Effectiveness; Program Evaluation; *Rural Education

IDENTIFIERS Alabama

ABSTRACT

The first year of the "Operation New Horizons"--Right to Read--Adult Reading Academy Project, sponsored by the Northeast Alabama State Junior College in Rainsville, Alabama, is evaluated in this report. (The objectives of the project, which began on July 1, 1975, centered on (1) developing a reading academy which would help eliminate functional illiteracy in the five-county area serviced by the college and (2) developing a network of community, home-based, and college campus-based reading programs within the service areas.) The first two sections of this report provide a description of program, information on the locale, economy, education, and special factors of the service areas. The evaluation is covered in the third section under two subsections. The subsection, Information and Data Concerning Process Evaluation, includes the project director's monthly progress reports and a five-column evaluation worksheet covering data on personnel/staff functions, appraisal factor, essential points, rating scale, and findings and stipulations. In the second subsection, Product Evaluations, each program's objectives and evaluative criteria are outlined and discussed separately. According to the evaluator, the project has been very successful and many of the program components could and should be used in recruiting and teaching the functional adult in almost any setting. (SH)

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FIRST ANNUAL REPORT

"OPERATION NEW HORIZONS"

--Right to Read--

Adult Reading Academy

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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The evaluation reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare, under the provisions of the Right to Read, Reading Academy Program, Section 723, of P.L. 93-380. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

February 1977

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INTRODUCTION

Purpose

This Right to Read project, "Operation New Horizons"--Right to Read--Adult Reading Academy, was funded for the year July 1, 1975 through June 30, 1976 and was operated by Northeast Alabama State Junior College in Rainsville, Alabama.

The purpose of the project was to establish a Reading Academy for functionally illiterate adults in the five-county service area of the Junior College. This was to be accomplished through the established satellite centers, campus-based instruction, and home-based instruction.

Methodology

This third party evaluation of this Right to Read project attempts to illustrate how successful the project has been in achieving its stated objectives and why.

The evaluator, even though involved late in the project, has visited the project three times for program observation, review, and consultation with project staff. The publication, "Preparing Evaluation Reports, A Guide for Authors," U. S. Department of Health, Education and Welfare, U. S. Office of Education, was used as a primary guide for conducting the evaluation.

The Project Director furnished the evaluator with all quantifiable data related to the project.

I. THE CONTEXT

The Locale

The five Alabama counties served by this project are those which comprise the northeast corner of the state of Alabama. They center some 75 miles from Chattanooga, Tennessee, 175 miles from Montgomery, Alabama, and 160 miles from Atlanta, Georgia. Madison County contains the only sizable city located in this five county area--Huntsville, with a 1970 urbanized population of 257,650. With the exception of Huntsville, the area has been essentially rural, but several communities in the various counties are showing patterns of increased urbanization. The geography is typical of that associated with the terminus of a mountain chain, in this case the Appalachian Mountains, consisting of low mountain ridges and generally compartmented terrain. This compartmentalization historically served to hinder free geographic intercourse and create a pattern of small, relatively atonomous and self-sufficient communities.

The Tennessee River traverses three of the five counties, Jackson, Madison, and Marshall, and is proximate to DeKalb County. This river, which is navigable from the Ohio River to Knoxville, Tennessee, has served as a significant route of commerce, with well in excess of one billion ton-miles moving on the Alabama portion of the river annually. The value of this route of commerce will be enhanced significantly with completion of the Tennessee River-Tombigbee River canal which will allow more direct access to the Gulf of Mexico at Mobile, Alabama, rather than the present more circuitous route via the Ohio and Mississippi Rivers.

The area has noteworthy energy producing capacity. Each of the five counties have portions of the Coosa Coal Fields located within their boundaries. The Tennessee Valley Authority (TVA) is a major electrical power producer, and is currently expanding capacity. These energy sources portend an area becoming increasingly attractive for energy consuming industry.

Cherokee County occupies the southeast portion of the five county area and borders the State of Georgia. The county seat is Centre, which had a 1970 population of some 2500 people. Cherokee County is rural, with 100 percent of the population so classified in the 1970 census. Dekalb County lies to the north of Cherokee County, and also borders on the State of Georgia. The county seat is Fort Payne, which had a 1970 census population of about 8500 persons. Almost 80 percent of the population was classified as rural in the 1970 census. Jackson County lies in the northeast corner of the State of Alabama, bordering on both Georgia and Tennessee. Scottsboro, with a population of slightly less than 10,000 noted in the 1970 census, has shown significant growth over the last several years. An example, in the decade between 1964 and 1974, the annual payroll in the city increased tenfold to about \$100 million. Madison County is situated immediately to the west of Jackson County, and borders on the State of Tennessee. Madison County contains the largest city in the five county area, Huntsville, the county seat with a 1970 census figure of 137,863 and a standard metropolitan statistical area population of 228,237. This city, which is the site of the Marshall Space Flight Center, tends to bias statistics for Madison County and, to a major degree, result in Madison County having the highest 1970 family median income in the State of Alabama, and in the county having the highest Alabama state urban to rural population ratio. Excluding the Huntsville urbanized area, the remainder

of the county would probably show demographic characteristics very similar to the other four counties in the five county area. Marshall County lies to the east of Madison County, to the south of Jackson County and to the west of DeKalb County, and borders entirely on other Alabama counties. The county seat is Guntersville with a 1970 population figure of about 6500. In 1970 just over 50 percent of the population was classified as rural. The geographic location of the counties, and the location of Northeast Alabama State Junior College are shown on the map in Figure 1 (page 4). The race characteristics of the population are shown in Table 1. Except for Madison County, it is noted the population is predominantly white.

TABLE 1

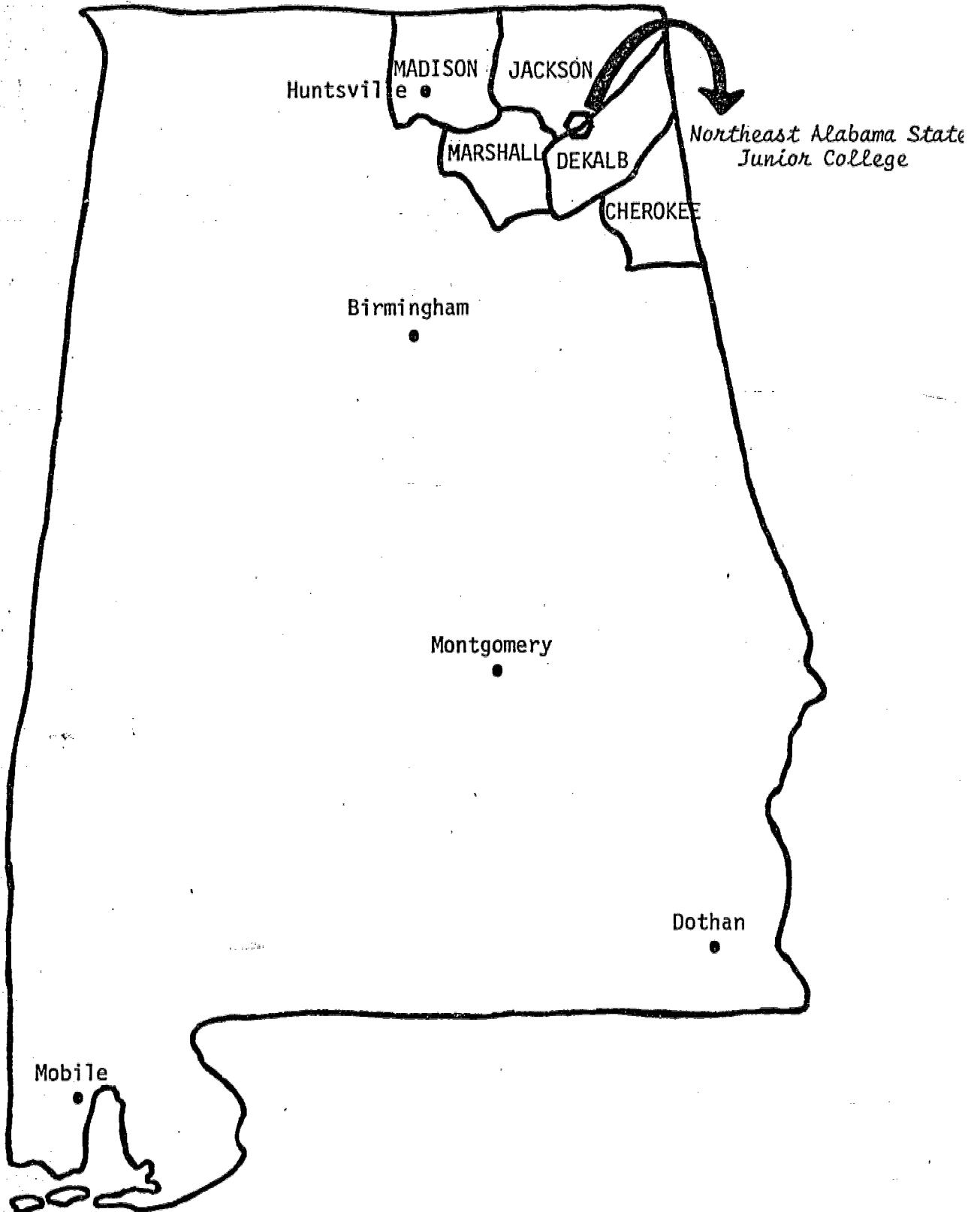
POPULATION OF SELECTED COUNTIES
BY WHITE AND NON-WHITE

County	Total Population	White		Non-White	
		Number	Percentage	Number	Percentage
State	3,444,148	2,535,881	73.6	908,276	26.4
Cherokee	15,606	14,199	91.0	1,407	9.0
DeKalb	41,981	41,123	98.0	858	2.0
Jackson	39,202	37,175	94.8	2,027	5.2
Madison	186,540	157,804	84.6	28,736	15.4
Marshall	54,211	53,037	97.8	1,174	2.2

Source: U.S. Department of Commerce, Bureau of the Census, U.S. Census of Population 1970.

FIGURE 1

GEOGRAPHIC LOCATION OF THE FIVE NORTHEASTERN COUNTIES IN ALABAMA AND NORTHEAST ALABAMA STATE JUNIOR COLLEGE



The degree of urbanization varies within the five county area, from 100 percent rural (both farm and non-farm) in Cherokee County to only 21.3 percent rural in Madison County. As noted, however, concentration of persons in the single city of Huntsville tends to obscure the fact that the remainder of the county is essentially rural in nature. All five counties except Cherokee County had population increases during the period of 1960-1970, with Madison County showing a 59 percent increase. Projections of population for the period of 1970-1980 indicate population growth in excess of the projection for the State of Alabama, except for DeKalb County. A summary of population data is contained in Table 2.

TABLE 2

LAND AREA AND POPULATION CHARACTERISTICS OF THE STATE OF ALABAMA AND SELECTED ALABAMA COUNTIES

County	Area	Population				
	Square Miles Land Area	1970 Total	% Change 1960-1970	Projected % Change 1970-1980	% Urban 1970	% Rural 1970
State	50,708	3,444,165	+ 5.4	+10.7	58.5	41.5
Cherokee	556	15,606	+ 4.3	+11.5	0.0	100.0
DeKalb	778	41,981	+ 1.4	+ 7.2	20.1	79.9
Jackson	1,079	39,202	+ 6.9	+19.9	31.5	68.5
Madison	803	186,540	+59.0	+21.5	78.7	21.3
Marshall	571	54,211	+12.9	+17.1	48.5	51.5

Source:

Current and Past Data: U.S. Department of Commerce, Bureau of the Census, U.S. Census of Population 1970.

Projections: Center for Business and Economic Research, Graduate School of Business, University of Alabama, Economic Abstract of Alabama 1972.

Economy

An indication of relative affluence in the five project counties can be viewed through family income. Table 3 shows family income by total population and non-white population. With the exception of atypical Madison County, the family median income for the total population is less than state median family income. The black population has a family income that exceeds that of the state in three of the five counties when viewed in terms of families below poverty level; DeKalb County figures show that almost 307 of the total population is so classified; in Marshall County, almost half of the black families are below poverty level incomes. In Madison County, in which both total and black median family incomes far exceed the state figure, there is a total of 5,447 families which are below poverty level incomes.

TABLE 3
ECONOMIC CHARACTERISTICS
OF SELECTED COUNTIES

County	Median Family Income in Dollars		Number/Percentage of Families With Income Less Than Poverty Level	
	Total	Black Pop.	Total	Black Pop.
State	7,266	4,048	180,666 20.7	86,821 46.7
Cherokee	6,137	5,567	904 21.1	77 27.5
DeKalb	5,316	3,651	3,453 29.4	70 38.7
Jackson	6,372	4,388	2,324 22.1	146 35.4
Madison	10,439	4,909	5,447 11.6	2,124 38.5
Marshall	6,596	3,833	3,104 20.8	108 48.4

Source: U.S. Department of Commerce, Bureau of the Census, U. S. Census of the Population 1970.

Employment figures in the five county area provide an indication of the relative importance of the major occupational groups as a source of income. As expected, Madison County employment is weighed in professional and technical personnel and in clerical workers. The remainder of the counties and the relative weight of employment in the occupational groups is reasonably consistent. A complete breakdown on these figures is shown in Table 4.

TABLE 4
 PERSONS EMPLOYED AND PERCENT OF TOTAL COUNTY LABOR FORCE,
 SIXTEEN YEARS OLD AND OVER, BY MAJOR OCCUPATIONAL
 GROUPS, SELECTED ALABAMA COUNTIES

Occupational Groups	Cherokee		DeKalb		Jackson		Madison		Marshall	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total Employed	5566	100.0	14060	100.0	13428	100.0	67398	100.0	19254	100.0
Professional, Tech. and Kindred	399	7.2	1030	7.3	1076	8.0	19120	28.4	2128	11.1
Managers and Admin- istrators	315	5.6	804	5.7	793	5.9	6507	9.7	1707	8.9
Sales	224	4.0	921	6.6	605	4.5	4230	6.3	1095	5.7
Clerical	430	7.7	1111	7.9	1310	9.8	11448	17.0	1861	9.7
Craftsmen, Foremen	680	12.2	1996	14.2	2285	17.0	7456	11.1	3114	16.2
Operatives, Except Transportation	1880	33.8	4081	29.0	3590	26.7	5989	8.9	4153	21.6
Transportation Operatives	257	4.6	791	5.6	682	5.1	1721	2.6	1005	5.2
Laborers, Except Farm	325	5.8	901	6.4	927	6.9	1728	2.6	1070	5.6
Farm, Managers and Laborers	548	9.8	1395	9.9	795	5.9	1363	2.0	1072	5.6
Service Workers	407	7.3	840	6.0	1143	8.5	6266	9.3	1745	9.1
Other	101	1.8	190	1.4	222	1.7	1570	2.3	304	1.6

Source: U.S. Department of Commerce, Bureau of the Census, U.S. Census of the Population 1970.

All of the five counties have announced industrial expansion or new industry. In the five county area, in excess of 1,000 new jobs were programmed in 1975. Table 5 shows the capital investment and jobs by county.

This expansion, with products varying from manufacture of steel steps to men's shirts and ferrosilicon will require a wide range of skills, but in almost every case, an individual with reading proficiency.

TABLE 5

NEW AND EXPANDING INDUSTRY ANNOUNCED FOR
1975, SELECTED ALABAMA COUNTIES

County	Capital Investment	Jobs to be Created
State	\$1,452,864,105	12,864
Cherokee	*	*
DeKalb	3,460,000	288
Jackson	34,530,000	125
Madison	6,861,750	500
Marshall	4,343,000	188

* One new industry producing steel steps; capital investment and number of employers confidential.

Source: Alabama Development Office, Industry - 1975, New and Expanding.

Education

There are some 41 high schools, seven Secondary Area Vocational Schools, and 97 junior high/elementary schools in the five county area. There are ten school systems, five county systems and city systems in Scottsboro, Fort Payne, Huntsville, Arab (Marshall County), and Guntersville. Table 6 shows the distribution of the school systems.

TABLE 6
SCHOOL SYSTEMS IN SELECTED
ALABAMA COUNTIES

	High School	Area Voc. School	Middle/Jr. High/Elementary
Cherokee	5	1	5
Jackson	8	1	9
Scottsboro	2		3
DeKalb	8	1	9
Fort Payne	1		2
Madison	6	1	15
Huntsville	5	1	32
Marshall	4	2	16
Arab	1		3
Guntersville	1		3
TOTAL	41	7	97

Source: State of Alabama Department of Education, Educational Directory 1975-1976.

Of significance in an adult reading program is that portion of the population with limited schooling. Except in Madison County, in excess of 40 percent of the population, 25 years old or older, have eight years or less formal education. In Jackson County one person out of six has less than five years of elementary school. Table 7 indicates that about one person out of three, Madison County excepted, have only five to eight years of elementary school. In Madison County, there are 5,841 persons, 25 years old or older, with less than five years of school and some 14,643 with only five to eight years of elementary school.

TABLE 7
YEARS OF SCHOOL COMPLETED BY PERCENTAGE OF
PERSONS 25 YEARS OR OLDER

County	Total Number of Persons 25 Years or Older	Percent With Less Than Five Years Elementary School	Percent With Five to Eight Years of Elementary/ Jr. High School
State	1,808,798	10.7	26.1
Cherokee	8,773	11.5	36.3
DeKalb	23,973	10.4	37.3
Jackson	21,286	14.9	33.2
Madison	92,171	6.3	15.9
Marshall	30,100	8.4	33.0

Source: U.S. Department of Commerce, Bureau of the Census, U.S. Census of the Population 1970.

Median years of school completed in the five county area are shown in Table 8. Figures range from a high of 12.7 years for total population males in Madison County to a low of 6.6 years for black males in DeKalb and Jackson Counties.

TABLE 8

MEDIAN YEARS OF SCHOOL COMPLETED FOR PERSONS
25 YEARS OLD AND OLDER BY SEX
AND TOTAL/NON-WHITE

County	Total		Black Pop.	
	Male	Female	Male	Female
State	10.8		8.1	
Cherokee	8.8	9.8	9.0	10.4
DeKalb	9.1	9.4	6.6	10.2
Jackson	9.2	9.3	6.6	8.1
Madison	12.7	12.3	9.0	9.1
Marshall	10.0	10.1	7.8	8.0

Source: U.S. Department of Commerce, Bureau of the Census, U.S. Census of the Population 1970.

Special Factors

Although not directly related to present adult programs, the reading levels of students in secondary schools may reflect past deficiency or, if not corrected, future problems. The results of the California Achievement Test administered to 10th grade students are shown in Table 9. In all school systems in the five county area, the findings indicate results below normal scores. Although these figures are not directly applicable to the program, and the results can be challenged for various reasons, it may be possible to include them in the broad context of consideration of factors affecting this program.

TABLE 9
TENTH GRADE RESULTS OF THE CALIFORNIA ACHIEVEMENT
TEST FOR SELECTED ALABAMA COUNTY AND
CITY SCHOOL SYSTEMS

County/City	1973-74	1975-76
NORM	10.8	10.5
Cherokee	8.6	8.5
Jackson	8.6	8.9
Scottsboro	10.2	10.4
DeKalb	8.9	8.9
Fort Payne	9.7	8.9
Madison	9.1	8.6
Huntsville	10.7	10.1
Marshall	9.7	9.2
Arab	9.9	9.9
Guntersville	9.2	9.2

Source: The Alabama Education Study Commission, State Department of Education, The Status of Reading Instruction in Alabama School - 1976.

II. PROGRAM DESCRIPTION

Scope of the Program

Northeast Alabama State Junior College in Rainsville, Alabama, has rightfully directed a portion of its energies toward the eradication of functional illiteracy in its service area through the development and implementation of this project, "Operations New Horizons"--Right to Read--Reading Academy Program, funded under Public Law 93-380. The geographic service area of this project includes five northeastern counties of Alabama: Cherokee, DeKalb, Jackson, Madison, and Marshall.

Identification and recruitment of adults who are unable to read or unable to comprehend and understand what they had read was the first priority of the project. Homebased reading instruction was provided to those identified who could not or would not attend organized classes in reading. Paraprofessionals and volunteers were recruited and trained to assist in fulfilling this mission.

Participant Descriptive Data

The following tables and discussions illustrate the number and characteristics of the adult learners who participated in the "Operations New Horizons"--Right to Read--Reading Academy Program, from July 1, 1975 through June 30, 1976.

Table 10 illustrates the enrollees of the Reading Academy by age, sex, and race.

TABLE 10

NUMBER ADULT LEARNERS ENROLLED BY
AGE GROUP, RACE AND SEX

Age Group	Total		Race			
			White		Black	
	No.	%	Male	Female	Male	Female
16 - 18	22	13.84	14	6	1	1
19 - 25	23	14.47	21	2	0	0
26 - 35	27	16.98	18	6	1	2
36 - 45	43	27.04	21	17	4	1
46 - 55	26	16.35	11	6	3	6
56 and over	18	11.32	5	6	0	7
TOTAL	159	100.0	90	43	9	17

White participants consisted of 83.6 percent of the enrollees, while 16.4 percent of the adult learners were blacks. Males made up 62.3 percent of the enrollees, while 37.7 percent were female enrollees. Approximately 28 percent of the enrollees were 25 years old and younger.

Table 11 reported the grade level of school previously completed by the adult learners who enrolled in the Reading Academy.

TABLE 11

GRADE LEVEL OF SCHOOL PREVIOUSLY COMPLETED
BY ADULT LEARNERS ENROLLED IN
READING ACADEMY

Grade Level Previously Completed	Number	Percent
Never attended school	4	2.52
Completed Grades:		
1	8	5.03
2	6	3.77
3	10	6.29
4	21	13.21
5	10	6.28
6	14	8.80
7	22	13.84
8	21	13.21
9	23	14.46
10	10	6.29
Over 10	10	6.29
TOTAL	159	100.00

Only 30 percent of the adult learners who enrolled in the Reading Academy had only completed up through the fourth grade. Four participating adult learners had never attended school.

Table 12 reports location of program activities, county location, and type meeting place for formal reading classes.

TABLE 12

DESCRIPTIVE LOCATIONS OF FORMAL CLASSES
CONDUCTED BY THE READING ACADEMY

Specific Local Program Center	County	Meeting Place
Northeast Alabama State Junior College*	DeKalb & Jackson	Classroom
Scottsboro (Program A)	Jackson	Classroom in public school
Scottsboro (Program B)	Jackson	St. Elizabeth Church
Valley Head	DeKalb	Classroom in public school
Rainsville	DeKalb	Classroom in public school
Fyffe	DeKalb	Community Church
Higdon	Jackson	Classroom in public school
Stevenson (Program A)	Jackson	Classroom in public school
Stevenson (Program B)	Jackson	Classroom in public school
Cedar Bluff	Cherokee	Classroom in public school
Tenbroeck	DeKalb	Community Club House
Home tutor	DeKalb & Jackson	Private homes in DeKalb County; Public Library; Henagar Town Hall; Henagar School
Volunteers in Pisgah, Stevenson, Bridgeport, and Scottsboro	Jackson	Private homes in Stevenson; Nutrition Center; Northeast Alabama State Junior College

* Central location of Reading Academy.

Table 13 reports the major goals or reasons the adult learners gave for enrolling in the Reading Academy.

TABLE 13

MAJOR GOALS OR REASONS ADULT LEARNERS
GAVE FOR ENROLLING IN THE
READING ACADEMY

Goals or Reasons for Enrolling	Number	Percent
Get a job	5	3.14
Get a better job	22	13.84
Read Bible or religious interest	13	8.18
General self-improvement	29	18.24
Social	44	27.67
Drivers License Test	3	1.89
Language Arts	7	4.40
To improve comprehension	4	2.51
To prepare to enter GED classes	3	1.89
No reason given	29	18.24
TOTAL	159	100.00

Only about 17 percent of the adult learners gave their reasons for enrolling in the Reading Academy to get a job or to get a better job.

Table 14 illustrates how the adult learners indicated they heard about the Reading Academy.

TABLE 14
HOW ADULT LEARNERS INDICATED THEY
HEARD ABOUT THE READING
ACADEMY

How Adult Learners Heard About Reading Academy	Number	Percent
Professional Reading Academy staff	44	27.67
Radio	10	6.29
Newspaper	8	5.03
Friend or neighbor	8	5.03
Printed announcements (pamphlets, posters, billboard, etc.)	15	9.44
Agency referral (employment agency)	1	0.63
Armed Forces Recruiting Service	1	0.63
Social worker	1	0.63
Personal contact	10	6.29
Gave no indication	38	23.89
TOTAL	159	100.00

Shown in Table 15, in broad categories, is the number of visitors to the Adult Reading Academy.

TABLE 15
NUMBER OF VISITORS TO THE
ADULT READING ACADEMY

Type Visitors	Number
Local educators	15
In-state educators	6
Out-of-state educators	3
Lay persons	29
TOTAL	53

Objectives

The specific objectives related directly to the project were:

1. To develop a Reading Academy which will help to eliminate functional illiteracy from the service area at the rate of 200 annually.
2. To develop a network of community and home-based as well as campus-based reading programs within the service area of Northeast Alabama State Junior College which would collectively and individually set about to accomplish the prime objective of giving adults of the area new horizons through reading and/or the ability to read.
3. To work on a totally one-to-one basis with each adult who is (a) unable to read at all or (b) unable to comprehend and/or understand what is read. Materials will be selected according to individual needs. The interest of each individual adult learner will be considered and, as much as possible, materials will be used to meet these particular interests. Materials will also be related to employment tasks, consumer information, health and welfare services, and current events so as to still better help the adult in the reading program be more in tune with today's world.
4. To add a significant number of adults to the payrolls of the various businesses, industries, and agencies of the area.

Other evaluative measures of questions specified in the proposal were:

1. As many of the participants as possible would be brought to the Northeast Alabama State Junior College campus, the base of Operation New Horizons.
2. A home tutoring plan of operation will be carried out by the Reading Academy.
3. A diagnostic and prescription method will be employed at all times in the reading program whether the program is in the home, a satellite learning center, or the campus of Northeast Alabama State Junior College. The individual reading problem will be studied by the instructor and/or Project Director. From this study, the

individual needs will be diagnosed. After the diagnostic method has been employed, a prescription of reading instruction and/or materials will be applied relative to how to best meet the discovered needs.

4. Community involvement and community resources are to be essential ingredients of the Reading Academy. Other agencies will serve as resource centers, making data available and will be involved in recruitment of adult learners.
5. An Advisory Council will be established by the Reading Academy to help administer Operation New Horizons. Representatives from the communities in the service area of the project as well as representatives from the varying agencies serving the community will be asked to assist in any way possible to assist the Reading Academy in better knowing and meeting the needs of the adults in the service area.
6. Emphasis will be placed on the number of persons reaching higher levels of literacy, efficiency of the Project Director, and instructors in preparing adult learners for advanced reading comprehension. A series of basic literacy tests based on levels of reading comprehension will be utilized as a major source of evaluation. Emphasis will also be given to basic remedial project corrections, alternate sources of educational material and improved methods of instructor/participant interactions.
7. The materials used in Operation New Horizons will be in keeping with the heritage and language of the participants. In all cases, materials will be chosen which will have a certain identification with the adults in the project.
8. Northeast Alabama State Junior College will provide periodic inservice training sessions at the beginning of Operation New Horizons. This inservice training will be on a regular basis and will be supervised by the Project Director. The purpose of the inservice training is for the instructors to have experiences and learning progresses and processes, problems and successes to achieve a better overall program in the entire Reading Academy.
9. The Reading Academy will work from Satellite Stations as well as from the campus and through home tutoring instructors for the purpose of reaching as many adults as possible in Operation New Horizons.

Satellite Stations can easily be set up since the Applicant is already maintaining off-campus centers in nine (9) communities in the service area. In addition to the use of public school buildings, a Satellite Station could be set up in community buildings, recreation centers, community meeting halls or person's individual homes.

Wherever these stations are located, the emphasis will be on an individual and one-to-one basis just as it will be maintained on the campus and carried out in the home tutoring program of instruction.

10. To help expedite the program, Operation New Horizons, a Task Force comprised of a varying number of agencies who have expressed an interest in the Right to Read program will be used. This Task Force will be made up of representatives from governmental agencies, school boards, community programs, state and federal agencies.

11. Volunteers will be utilized to help carry out the reading program, Operation New Horizons.

Members of RSVP have shown a willingness to assist with the reading program. The RSVP is very active in the area of north Alabama. The project is prime sponsor of the RSVP program for Jackson and DeKalb counties. RSVP is a working program with over 190 persons involved in some 23 different stations (points of assistance) in the two counties. RSVP is also active in the other three (3) counties in the service area of the Applicant.

Two service clubs from a local high school have expressed interest in Operation New Horizons. These would be from the peer group of the younger adults in the Right to Read program.

Members of the Neighborhood Youth Corp in its in-school program and CETA in its summer program have also shown strong interest in Operation New Horizons, a project which has the support and backing of both for recruitment as well as for administering.

Students on the Work-Study program at Northeast Alabama State Junior College (the Applicant), will also be used in carrying out the proposed Operation New Horizons.

There will be times when these people in the Work-Study program will act as taxis for the home tutors. This may be particularly true in the case of members of RSVP acting as volunteers and many of these RSVP members being unable to drive because of lack of transportation and/or age. Still, if these RSVP members are driven to the work, they can definitely fulfill a useful service as shown in the 23 stations in which some 190 persons are actively involved.

The Work-Study student may himself/herself be directly involved in the home tutoring reading program and/or at the campus center which will house the college-based facilities, materials, and office of Operation New Horizons.

12. Data will be gathered in pre- and post-tests designed to determine measurable differences in the learner's self acceptance.
13. A pre- and post-test evaluation by the instructors either on the campus site or in the place of the home tutoring relative to how the participant has accepted and grasped the project. As with the entire approach to the project, it is difficult to have any set standards of testing and/or materials and/or regular testing patterns since everything must, of necessity, be geared to the one-to-one basis. Psychologically, it would be damaging to egos and possible potential growth to discourage a participant by measuring him/her against another because there are so many varying factors involved in the participants in such a project as the Reading Academy and Operation New Horizons. Upgrading the participant in all phases of life, possibly long denied because of the inability to read or the slowness to comprehend what was read, is a real and positive objective of this project. For this very personal reason, tests, as generally known, will be waived in lieu of personal evaluation by the instructor who has worked closely with the participant and will be able to know the progress.
14. Data will be gathered to show the progress made by participants in Operation New Horizons. Data will also show contacts through this project for other adults who might become a part of Operation New Horizons. In this way the collected data could later be used in further recruitment processes.
15. Data will be gathered to further show the percentage of participants who have been able to acquire new and/or better jobs because of the increased ability or the new-found ability to read.

Personnel

The total "Operation New Horizons," Adult Reading Academy Project at Northeast Alabama State Junior College consisted of one Project Director, one secretary, one half-time bookkeeper, and eight part-time teachers.

Project Director:

Below is listed a brief biographical sketch of the project director (Mrs. Norma W. Propst):

1. Pertinent Experience (Northeast Alabama State Junior College)
 - a. Instructor in English, Northeast
 - b. Directed reading program at the college
 - c. Taught basic English to disadvantaged students
 - d. Taught journalism
 - e. Instructor in composition, English and American literature
 - f. Guidance counselor (academic and personal)
 - g. Supervisor and sponsor of school annual and newspaper
 - h. Sponsor of Student Government Association
 - i. Chairman and editor Steering Committee for institutional self study of Southern Association of Colleges and Schools
2. Pertinent Experience (Northwest Alabama State Junior College)
 - a. Instructor in English and speech
 - b. Instructor in both evening and day sessions
3. Related Experiences
 - a. Social Work Correspondent in Communications Division, National Headquarters for American Red Cross, Washington, D.C.
4. Pertinent Experience (Bridgeport High, Bridgeport, Alabama)
 - a. Instructor in English and Social Studies
 - b. Special summer program with semi-illiterate blacks
 - c. Directed plays
 - d. Class sponsor
5. Pertinent Experience (Burns Elementary School, Burns, Tennessee)
 - a. Teacher of first, second, and sixth grades (1955-1960)

- b. Involved daily instruction in reading
- 6. Pertinent Experience (William James High School, White Bluff, Tennessee)
 - a. Instructor in English
 - b. Served as secretary of Dickson County Teacher's Association

Qualifications of Project Director (Mrs. Norma W. Propst):

1. B.A. 1954 -- David Lipscomb College, Nashville, Tennessee. English major, history minor. Graduate cum laude.
2. Masters of Arts -- University of Alabama, 1963. Education and English. Initiated into Kappa Delta Pi, National Honorary fraternity. Completed both B.A. and masters work on scholarships.
3. 1968 -- Summer study at Florida Atlantic College. A study designed for junior college teachers to learn how to deal with disadvantaged students relative to reading, English, and math. Received grant from United States Office of Education, Washington, D.C. to do with particular study.
4. Additional graduate work -- UTC (University of Tennessee at Chattanooga) and Auburn University.

Responsibilities of Project Director:

The Project Director is responsible for the direct supervision and general management of the project. She is the liaison officer between the conduct of the project and the grantor. She will also work out an individualized teaching program of reading for each of the participants in conjunction with the data furnished by the instructors during the recruitment period and the initial first instructional time periods with the participants. The Project Director is to assume and maintain a constant close working relationship with the instructors in both the home tutoring program and the program at the home base of "Operation New Horizons."

The Project Director is to be in close touch with members of the Advisory Council to ascertain if there are needs and/or participants who need to become part of the program.

The Project Director is to act as a guiding hand and will make regularly scheduled visits with the instructors to be certain the reading program is being maintained and performed on a completely one-to-one basis.

The Project Director is to maintain periodic in-service training sessions with the instructors. At these times, an evaluation will be made of the program of reading at that particular time. Any new materials and/or innovative ideas from the State Department of Adult Education and/or TARAESA will be shared and applied if deemed advisable.

Staff development is to be a prime responsibility of the Project Director. The Project Director will also direct the recruitment activities for staff and adult learners.

Part-Time Teachers:

The part-time teachers of the satellite centers are degreed, experienced classroom teachers, some of whom are reading specialists.

Organizational Details

The "Operation New Horizons"--Right to Read--Reading Academy Program at Northeast Alabama State Junior College was funded for 12 months, July 1, 1975 through June 30, 1976. This project, through its funding sources, has possibilities of being refunded. This report is an evaluation of that first year of operation.

Location of Program Activities and Physical Arrangements

See page 31 for listing of program activities and locations.

It is observed, however, that no programs exist in two of the five counties (Marshall and Madison) to be served by the project.

In-Service Training and Workshop Participants

Teachers of the satellite centers who were already professionals, received initial orientation to teaching the adult illiterate individually. The Project Director spent two to three hours with each teacher to: (1) explain program structure and policy; (2) relate to the adult illiterate; (3) explain recruitment methods; (4) explain the use of the Laubach text and other instructional materials.

Volunteer tutors received similar training. However, more time was devoted to actual teaching methods with which the volunteers were generally unfamiliar. In most cases the Project Director traveled to the volunteer to offer this individual training.

Volunteer classroom aides are recruited, trained, and supervised by the satellite center teachers. All volunteers are encouraged to attend workshops held by the Academy.

A teacher packet is provided for each tutor and teacher. The packet contains: (1) diagnostic tools; (2) informal word inventories; (3) a readability formula; (4) sample teacher-made instruction modules; (5) suggestions of everyday aids for teaching in any home; (6) "How to Treat the Adult Illiterate" by Frank C. Laubach; (7) a list of characteristics of the adult learner; (8) tips for teachers of adults; (9) suggestions for recruitment and retention of the adult learner.

A three-hour workshop for teachers and volunteers was held on the campus of Northeast Alabama State Junior College on January 7, 1976. Mrs. Connie Walton, Executive Director of the Chattanooga Area Literacy Movement, and Mrs. Greta Clark, member of the CALM Board of Directors, served as consultants.

On April 22, 1976, the Adult Basic Education and Adult Reading Academy Workshop was held on the Northeast campus from 4:00 to 8:00 p.m. Fifty persons were in attendance, including Academy instructors and volunteers, state education officers, and Adult Basic Education teachers from several school systems. Dr. Michael O'Donnell, Technical Assistant for Right to Read, was the special consultant for the workshop.

Routine contact was maintained with the teaching/tutoring staff by mail, telephone, and class and home visits. New materials coming into the office were disseminated by mail.

As part of the professional development, the Project Director and Assistant Director attended area ABE workshops and any other meetings which were relevant to the Academy program.

One representative of the project attended the APL Seminar on Competency-Based Adult Education conducted at Auburn University, Auburn, Alabama, March 24-26, 1976.

The Project Director attended the Academy's Director meetings at the National Right to Read Conference in Washington, D.C. The Project Director reported these to be invaluable aids in administering the Reading Academy.

Table 16 reports the number of persons and the amount of time spent in in-service training.

TABLE 16
TYPE GROUPS AND TIME SPENT
IN IN-SERVICE ACTIVITIES

Type Groups	Number Receiving In-Service Training	Individual Hours	Group Hours	Total Average Hours Per Individual
Professional Staff	13	6	10	16
Volunteers	19	3	7	10

Activities and Services

The activities and services of the "Operation New Horizons"--Right to Read--Reading Academy Program centered around recruiting and teaching: (1) the functional illiterate adult and (2) the adult who needed to read and comprehend better in order that he might learn to cope better in today's society. The accomplishment of the objective of the project was dependent upon the following list of major activities and services.

1. Recruitment of qualified part-time instructors with a special interest in aiding the functionally illiterate adult.
2. Recruitment of concerned paraprofessionals and volunteers to work in the program.
3. Training part-time instructors, paraprofessionals and volunteers to recruit and work with the special adult learners.
4. Utilizing community agencies for identification, recruitment, and special training of the adult learner.
5. Maintaining services of the Reading Academy.
6. Identification and recruitment of the functionally illiterate adult and the adult who needed to read and comprehend better to cope with today's world.
7. Diagnosing and prescribing treatment to assist in alleviating reading problems of the adult learner.
8. Identifying and selecting reading materials to meet individual needs.
9. Orienting the adult learner to the Reading Academy whether enrolled in a satellite center or in home-based instruction.
10. Locating and establishing satellite centers.
11. Continuous in-service training for volunteers, paraprofessionals, and professional staff.
12. Providing personalized learning experiences for each adult learner in the Reading Academy.

13. Continuing ongoing public relations program for the Reading Academy through radio, television, newspaper, visitation, letters, attendance of committee meetings, posters, fliers, and in-school announcements.
14. Conducting monthly progress reports.
15. Participating in state and national workshops.
16. Developing monthly newsletters.
17. Developing scrapbook containing photographs of students and teachers, copies of news releases and radio spot announcements, workshop program, and newsletters.
18. Meeting with Advisory Committee.
19. Assessing progress of adult learners.

Instructional Equipment and Materials

The Reading Academy had a wide variety of instructional materials to meet individual needs. (However, at the time of this report, no complete list of instructional materials had been developed.)

Dissemination of Information

Over 500 letters explaining the program to community leaders, educators, industries, and social agencies have been mailed. Prepared spot announcements have been prepared for local radio stations and area television stations. Posters have been placed in stores, offices, and public buildings. Printed fliers have been distributed throughout the schools and other agencies. Visits have been made to military recruiters and driver's license examiners as well as to school superintendents of education and school principals. Talks have been made to local education associations to explain the program and to attempt to get assistance in identifying potential prospects for the Reading Academy.

Monthly newsletters have been published and sent to selected key influential leaders.

Community Involvement

The Adult Reading Academy at Northeast Alabama State Junior College has had a wide range of community involvement during its operation. The following agencies, groups, or individuals have provided assistance to the Reading Academy and its adult learners.

OUTSIDE AGENCIES, GROUPS OR INDIVIDUALS INVOLVED IN THE PROJECT

<u>Agency</u>	<u>Extent and Type of Involvement</u>
1. County school systems - Jackson, DeKalb, Marshall, Madison, Cherokee	Make referrals, provide housing for satellite centers, distribute fliers and announcements, superintendents of Jackson and DeKalb Counties serve on Advisory Committee.
2. Scottsboro City Schools	
3. Adult Basic Education	Refers students who are below ABE level; welcomes us to participate in area workshops; ABE state officials (Mr. Bobby Dices, Mr. and Mrs. Bob Walden) serve as consultants; joined us in ABE-ARA Workshop April 22, 1976.
4. Retired Senior Volunteer Program	Has provided volunteer tutors and aide who later joined professional teaching staff.
5. Alabama State Employment Service	Makes referrals.
6. Department of Pensions and Security - Jackson & DeKalb Counties	Make referrals, directors (Miss Johnnie Bell, DeKalb, and Mrs. Bernice Parker, Jackson) serve on Advisory Committee.
7. Area Post Offices	Makes referrals.
8. DeKalb County Public Library.	Provides meeting room for tutoring.
9. Stevenson Nutrition Center	Referrals, meeting space, allows employee to tutor as volunteer.

<u>Agency</u>	<u>Extent and Type of Involvement</u>
10. Henagar Town Hall	Provides meeting room for tutoring.
11. St. Elizabeth Baptist Church	Provides meeting room for satellite center, offers reading material.
12. Chattanooga Area Literacy Movement	Was consulted in setting up ARA program and in choosing basic instructional materials; provided consultants for workshop, January 7, 1976.
13. Area businesses and manufacturers	Allow us to display posters, make referrals.
14. Newspapers: The Daily Sentinel, Scottsboro The Jackson County Advertiser, Scottsboro The Sand Mountain News, Rainsville The Northeast Alabamian, Fyffe Fort Payne Times Journal, Fort Payne South Pittsburg Hustler, South Pittsburg North Jackson County Community News, Stevenson	Initial and continuing publicity.
15. Radio Stations: WAAX, Gadsden WCRI, Scottsboro and others	Spot announcements, interviews.

Budget

The total cost of the "Operation New Horizons"--Right to Read--Adult Reading Academy from July 1, 1975 through June 30, 1976 was \$13,209, funded under Public Law 93-380.

The following budget outline shows a breakdown of the total cost of the project by broad categories and amounts. An exact detailed breakdown of the cost incurred during this project reporting period will be available from the Business Managers at Northeast Alabama State Junior College, P.O. Box 159, Rainsville, Alabama 35986.

BUDGET
(1975-76)

Budget Categories		Federal Share	Non-Federal Share
A. Personnel			
1 Project Director (100%)	\$16,079	\$15,079	\$ 1,000*
1 Secretary (100%)	5,000	5,000	
1 Bookkeeper (50%)	3,000	3,000	
Instructors	49,121	25,000	
Instructors			24,121**
Total Personnel	\$73,200	\$48,079	\$25,121
B. Fringe Benefits (22.2%)			
Benefit Package	\$16,250	\$ 9,318	\$ 6,932
C. Travel			
Conferences, Meetings - In-State, Out-of-State (10,000 miles @ 12¢)	\$ 1,200	\$ 1,200	
D. Equipment			
1 Typewriter - IBM Selectric I	\$ 500		
1 Calculator	250		
2 Desks @ \$150	300		
2 Swivel Chairs @ \$60	120		
4 Side Chairs @ \$45	180		
Other expendable property (items under \$300)	690		
Total Equipment	\$ 2,040		\$ 2,040
E. Supplies			
Paper, pencils, pads, tablets, related mate- rials	\$ 1,500	\$ 1,500	

(continued)

* Dependent upon raise allocated by the Alabama State Legislature regarding teacher pay raise for the 1975-76 school year.

** In-Kind

BUDGET (continued)

Budget Categories		Federal Share	Non-Federal Share
F. Other			
1. Travel in service area, 7,500 miles per month X 12 months X 12¢ per mile (This travel includes trips by consultant for project, review and evaluation as well as travel by instructors for home tutoring and bus service for main campus and off-campus satellite centers.)	\$ 10,800	\$ 5,400	\$ 5,400
2. Consultant--to accomplish program, review and evaluation.	\$ 3,000	\$ 1,000	\$ 2,000
3. Printing and reproduction (Forms, pamphlets, monographs, and visual aids for persons and courses)	\$ 2,000	\$ 2,000	
4. Rent (Classrooms and office space--includes utilities and janitorial services)	\$ 3,500	\$ 2,500	\$ 1,000
5. Postage--Normal correspondence, packets, detailed information to project participants.	\$ 2,500	\$ 2,500	
6. Telephone	\$ 2,000	\$ 2,000	
7. Instructional materials	\$ 3,500	\$ 3,003	\$ 497
Total	\$121,490	\$78,500	\$42,990
Total Direct Charges	\$121,490		
Indirect Charges (8% of Total Direct Charges)	\$ 9,719		
TOTAL	\$131,209		

III. EVALUATION

The purpose of this report is to present a third party evaluation of activities and progress in the "Operation New Horizons"--Right to Read--Adult Reading Academy program sponsored by the Northeast Alabama State Junior College in Rainsville, Alabama. This continuing project was established July 1, 1975. This evaluation report covers its first year of operation, that being July 1, 1975 through June 30, 1976.

This report was prepared by Dr. James Bob Drake, Coordinator of Extension and Public Service, in the Department of Vocational and Adult Education at Auburn University.

Three "on-site" visits were made by the evaluator. These on-site visits enabled the evaluator to:

1. Observe project activities in the operational setting.
2. Receive oral and written reports and testimony from project staff.
3. Interview project staff, administrator, part-time instructors, adult learners, and volunteers.
4. Review materials produced and/or utilized by the project staff.

The evaluator was always extended the opportunity to address questions to staff administrators and the adult learners. The evaluator observed that a feeling of cooperation and candor was always apparent when working with project staff.

Data matrixes were developed by the evaluator and all data for the evaluation were gathered and supplied by the project staff.

The following evaluation section of this reports attempts to provide evidence and draw conclusions as to whether this "Operation New Horizons" project fulfilled its objective or to what degree. Since most of the information relative to the project has been discussed in detail in other sections of this report, only a brief outline touching on critical points will be brought out in the evaluation of each project objective.

Evaluation discussion relative to process and product evaluation was reported for each objective outlined and is hoped to provide the rationale for the conclusions and recommendations drawn.

Objectives

The following items were the main objectives as outlined in the "Operation New Horizons"--Right to Read--Adult Reading Academy proposal:

1. To develop a Reading Academy which will help to eliminate functional illiteracy from the service area at the rate of 200 annually.
2. To develop a network of community and home-based as well as campus-based reading programs within the service area of Northeast Alabama State Junior College which would collectively and individually set about to accomplish the prime objective of giving adults of the area new horizons through reading and/or the ability to read.
3. To work on a totally one-to-one basis with each adult who is (a) unable to read at all or (b) unable to comprehend and/or understand what is read. Materials will be selected according to individual needs. The interest of each individual adult learner will be considered and, as much as possible, materials will be used to meet these particular interests. Materials will also be related to employment consumer information, health and welfare services, and current events so as to still better help the adult in the reading program be more in tune with today's world.

Other evaluative criteria or questions listed in the proposal were as follows:

1. As many of the participants as possible would be brought to the Northeast Alabama State Junior College campus, the base of Operation New Horizons.
2. A home tutoring plan of operation will be carried out by the Reading Academy.
3. A diagnostic and prescription method will be employed at all times in the reading program whether the program is in the home, a satellite learning center, or the campus of Northeast Alabama State Junior College. The individual reading problem will be studied by the instructor and/or Project Director. From this study, the individual needs will be diagnosed. After the diagnostic method has been employed, a prescription of reading instruction and/or materials will be applied relative to how to best meet the discovered needs.
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be chosen which will have a certain identification with the adults in the project.

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12. Data will be gathered in pre- and post-tests designed to determine measurable differences in the learner's self acceptance.

13. A pre- and post-test evaluation by the instructors either on the campus site or in the place of the home tutoring relative to how the participant has accepted and grasped the project. As with the entire approach to the project, it is difficult to have any set standards of testing and/or materials and/or regular testing patterns since everything must, of necessity, be geared to the one-to-one basis. Psychologically, it would be damaging to egos and possibly potential growth to discourage a participant by measuring him/her against another because there are so many varying factors involved in the participants in such a project as the Reading Academy and Operation New Horizons. Upgrading the participant in all phases of life, possibly long denied because of the inability to read or the slowness to comprehend what was read, is a real and positive objective of this project. For this very personal reason, tests, as generally known, will be waived in lieu of personal evaluation by the instructor who has worked closely with the participant and will be able to know the progress.

14. Data will be gathered to show the progress made by participants in Operation New Horizons. Data will also show contacts through this project for other adults who might become a part of Operation New Horizons. In this way the collected data could later be used in further recruitment processes.
15. Data will be gathered to further show the percentage of participants who have been able to acquire new and/or better jobs because of the increased ability or the new-found ability to read.

Choosing and Describing Participants

At the beginning of the project an active community orientation and adult learner recruitment was initiated. Trained volunteers, trained paraprofessionals, and the part-time teachers and the Project Director in a coordinated effort, sought to obtain adult learners for the Adult Reading Academy.

In reviewing the criteria for enrollment in the Reading Academy, no adult was turned down from participating if it was felt that he or she could benefit from the program.

A presentation of some limited demographic data relative to the adult learner is illustrated beginning on page 14 of this report.

No evidence was kept on the dropouts as to their difference in social, economic, or educational background.

The attendance of these adults appeared to be excellent. All adult learners attended the program voluntarily.

Measuring Changes, Presenting Data, Analyzing Data and Reporting Findings

Many items concerned with the proposal's evaluation section and objectives for evaluation did not lend themselves directly to quantified

evaluation as such. Evaluation comments center around each of the objectives and will deal with most questions outlined in the publication by the U.S. Department of Health, Education and Welfare, Office of Education, "Preparing Evaluation Reports--A Guide for Authors."

This section of the report will center around: (A) "Process" and (B) "Product" evaluation discussions.

The process evaluation will concentrate on the findings relative to the project implementation over the one-year duration of the program. The discussion centers around the enactment, "Planning and Process Evaluation Worksheet for Adult Reading Academy Programs" (page 45). The instrument is utilized on a periodic basis to monitor the project and to assist in identifying program strengths and weaknesses. The following completed final copy of the instrument is felt to be indicative of the Adult Reading Academy program at Northeast Alabama State Junior College.

A. INFORMATION AND DATA CONCERNING PROCESS EVALUATION

**1. Planning and Process Evaluation Worksheet
for Adult Reading Academy Program**

PLANNING AND PROCESS EVALUATION WORKSHEET FOR ADULT READING ACADEMY PROGRAMS*

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
A. Administration and Supervision	1. A Program Director has been appointed. He is provided adequate time and has been delegated sufficient authority to discharge his duties.	a. Full-time assignment appropriate b. Scope of responsibility limited to a "manageable component" c. If assignment is part-time, other duties do not conflict d. Lines of authority are clearly established						X		The Project Director is a lady with outstanding credentials for administrating the programs. She has been delegated almost total responsibility for the Adult Reading Academy.
	2. The Director has attended appropriate formal inservice training programs							X		Attended all related area, state, and national inservice training programs.
	3. The Director is operating under specific and well defined guidelines for management of the Program	a. Duties, responsibilities, and authority are specified b. Responsibility for hiring personnel and recruiting volunteers is delineated						X		

* Instrument developed by Dr. James Bob Drake, Department of Vocational and Adult Education, Auburn University.

Function	Appraisal Factor	Essential Points	Scale						Findings and Stipulations	
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable		Outstanding
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	4. The Local Advisory Commission has been established as a functioning and viable agency	a. Representation is from a cross section of the community b. Channels for Commission input to the Program and for the Program feed-back to the Commission are well established				X				The advisory committee needs a better cross section representation. The committee also needs to be involved in more meaningful activities related to program planning and development.
	5. Communication is sustained on a professional level between the Director and those involved in the Program	a. Formal communications procedures are established b. Committees, staff meetings, and conferences, written policy, etc. are used					X			Project Director and part-time instructors have excellent qualifications and personal attributes for working with these special adults.
	6. The Project and Program staff size is sufficient and is properly specialized							X		
	7. Other community, State and Federal agencies that may assist with the Program have been contacted and means established to coordinate efforts	a. Agencies such as Pensions and Security, RSVP, Health Department, State Employment Office, Extension Services, etc. have been contacted to determine what areas of mutual benefit exist					X			Many agencies have been contacted and they have provided assistance for the program. However, these contacts need to be maintained.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	7. Other community, State and Federal agencies that may assist with the Program have been contacted and means established to coordinate efforts (con't)	b. Methods have been devised to provide cross-servicing with a view toward increasing the effectiveness of the Program					X			The CETA programs have students in the program. Referrals have been received from the military recruits and the local drivers license director.
	8. Responsibility has been assigned for the coordination of the total Programs within the local school system and with the State Department of Education						X			Responsibility has been assigned and some limited activities have been conducted to coordinate with local educational agencies, the State ABE, and Right to Read programs.
	9. Responsibility has been assigned for final decision-making authority within the local Program							X		
	10. There is an established and continuing system for recruitment of volunteers into the Program	a. Responsibility is assigned b. The Program is on-going and not sporadic c. Effort is made to recruit from all segments of the community d. Retention of volunteers in the Program is at an optimum level					X			Much more effort needs to be made to the recruitment and utilization of volunteers in the project. If utilized properly, they can be one of the most valuable resources of the total program.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	11. A positive and active program has been established for recruitment of learners into the Program	<ul style="list-style-type: none"> a. Efforts are directed toward all segments of the community b. The purpose and benefit of the Program are well publicized c. Specific responsibility has been assigned 								
	12. There is preplanned and formalized training for personnel involved in the Program	<ul style="list-style-type: none"> a. Professional and para-professional personnel have educational competence or are provided with adequate levels of training b. Information on purposes, methods, techniques, and responsibilities is provided to volunteer personnel c. Training includes: <ul style="list-style-type: none"> 1. How to teach reading to Level I adults 2. How to recruit adults 3. Characteristics of the adult learner 4. How to retain the adult learner in class 				X				Discussion with the professional staff members revealed that a good in-service program was conducted that covered most areas related to this appraisal factor. The pre-training involved group sessions and individual sessions conducted by the Project Director.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	12. There is preplanned and formalized training for personnel involved in the Program (continued)	d. The materials used for training of paraprofessionals and volunteers are effective in translating the needs of the learner to them e. The training is of a caliber to motivate and retain volunteers and paraprofessionals in the Program								
	13. Inservice training is being carried out	a. Records of attendance and progress of each individual is current				X				Inservice training of staff needs to be on a continuous basis.
	14. In addition to inservice training sponsored by the Program teachers participate in professional growth activities	a. Extension or resident college classes b. Professional organization membership and participation					X			
	15. Teacher loads are adjusted to levels which allow for preparation individualization and curriculum development	a. Supplementary preparation by volunteers and aides b. Time allocated for preparation		X						Teachers are part-time teachers and most planning and other preparation is mostly on their own.

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Function	Appraisal Factor	Essential Points	Scale						Findings and Stipulations	
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable		Outstanding
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	16. Required external reports and administrative procedures are being carried out promptly and accurately	a. Reports kept to minimum					X			Monthly progress reports are developed by Project Director. Third-party evaluation is late due to his late involvement in the project.
	17. Internal reports and administrative procedures are adequate for requirements	a. An excess of internal reports and administrative actions is avoided b. Those reports and procedures that are generated are in fact used to assist in maintenance and improvement of the Program					X			
	18. There is a process of continuing self-evaluation to determine if the Program is functioning effectively and meeting the needs of the community and the learner	a. Specified period allocated for this purpose b. Program strives to identify and respond to critical incidents in meeting immediate needs of learner				X				More systematic evaluations need to be conducted and better use made of the evaluation results.
	19. There are frequent and continuing visits by administrative and staff personnel to on-sight activities	a. Considered normal function					X			

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
B. Public Relations	20. Public and private media are used to promote the Program and acquaint potential volunteers and learners with the availability and need for the Program	a. Radio and T.V. public service announcement are used b. Published media including newspapers, business and civic clubs, publications, etc. are used						X		Apparently an effective media campaign was waged at the beginning of the program to acquaint community with the Adult Reading Academy. However, additional work needs to be done to reinform the community.
	21. Publications such as "How to Successfully Recruit the Young Level I Adult Male," and "How to Retain Adult Learners" are used and given wide distribution						X			
	22. Service clubs have been recruited into support for the Program	a. Local supervisors should contact clubs as part of promotion					X			
	23. Publicity efforts are so structured as to reach all segments of the community	a. Different techniques and means are used which target specific portions of the population b. Use of the various techniques are balanced in order to provide coverage of the entire community					X			

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
B. Public Relations (continued)	24. Progress reports are provided to community activities and individuals who have provided support for the Program					X				Newsletters have been developed and given limited distribution.
	25. Public news media is provided with promotional material and progress reports on a planned, frequently scheduled basis. These are promulgated by the news media	a. Invitations to classes should be given media personnel				X				
	26. Letters or other information are provided to key local government personnel and business leaders to personally advise them of the purpose and progress of the Program					X				Many letters were written (425) to inform persons of the purpose of the Reading Adademy. However, more needs to be done to report the progress of the program.
	27. A satisfactory number of volunteer workers and learners have been recruited into the Program	a. There are enough volunteers available to meet goals				X				Much more extensive use needs to be made of volunteers in both recruitment and instructional activities.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
B. Public Relations (continued)	27. A satisfactory number of volunteer workers and learners have been recruited into the Program (continued)	b. There are sufficient learners in the Program to saturate resources c. Volunteers and learners are from a cross section of the community and are proportionally representative of the needs in each segment								
	28. A "scrapbook" is maintained in order to follow the growth of the Program	a. Several copies should be available for promotional purposes								X An excellent scrapbook is being maintained.
C. Curriculum	29. Effective use is made of the Career Decision-Making Model for adults who are seeking employment	a. The process is efficient with Level I adults b. The process is efficient with Level II adults c. The Career Decision-Making Model is being used with appropriate frequency								
	30. An evaluative instrument is used in developing an individualized course of study for each individual	a. The Adult Basic Education Test or similar instrument is used b. The instrument is efficiently used in diagnosing the needs of the learner					X			

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			X	0	1	2	3	4	5	
C. Curriculum (continued)	30. An evaluative instrument is used in developing an individualized course of study for each individual (continued)	<p>c. Instructors are efficient in prescribing an effective course of study as a result of the needs indicated by the instrument</p> <p>d. The learner's rate of progression, as shown by the pre- and post-evaluation scores of the instrument, are considered adequate</p>								
	31. Subjective judgment of the instructor is used in developing an individualized course of study for each individual	<p>a. Results of subjective evaluation are considered adequate in diagnosing the needs of the learner</p> <p>b. Use of subjective evaluation is considered efficient in prescribing for the deficiencies of the learner</p> <p>c. The course of study that was prescribed for the learner as a result of subjective evaluation is considered effective</p>					X			Each instructor apparently goes to great extremes to develop an individual program to meet the needs of each adult learner.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
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			X	0	1	2	3	4	5	
C. Curriculum (continued)	32. There is a balance between the use of evaluative instruments and subjective judgment of the instructor	a. The course of study is relevant enough to retain the learner						X		
	33. Adult Career Task Modules are effectively and meaningfully used	a. The modules are used with appropriate frequency b. The learner liked the approach and felt that it was useful to him c. Use of the modules aided in retention of the learner in the Program				X				More use needs to be made of these types of materials.
	34. The learner is able to move from a home-based to a class-based learning situation with no disruption in his individualized learning program						X			The adult home based learner could be able to make the move, but most have home situations that will not allow them to attend a satellite center.
D. Instruction	35. The instructors are meeting the needs of the learners	a. The instructor, working together with the learner has diagnosed the deficiency of the learner and has prescribed a creative program which is effectively overcoming the deficiency					X			Much time is spent in this activity with each adult learner.

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Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
D. Instruction (continued)	36. Volunteers and para-professionals are effectively used in the learning situation	<p>a. Use of such personnel, with whom the learner may more readily identify, is maximized</p> <p>b. The training received by volunteer and para-professionals is carried over to the adult learner</p>				X				More use needs to be made of the paraprofessionals and volunteers in the learning situation. One program has made very effective use of paraprofessionals in the learning situation, however, that relates well to the class because of her background.
	37. Community resources and resource personnel are integrated into the learning situation	<p>a. Community libraries are visited and used as a source of materials</p> <p>b. Welfare offices, employment offices, etc. are called on to reinforce the indicated need for reading competence</p> <p>c. Resource persons from industry are asked to participate in learning situations</p> <p>d. Visits are made to vocational schools or other Programs to assist in preparing the learner, for the world of work</p>					X			More use could be made of community resources and resource personnel.

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			X	0	1	2	3	4	5	
D. Instruction (continued)	38. Selection of reading material provided learners is relevant, of appropriate level, and provides variety. Material of sufficient quantity is available	<p>a. The instructor is familiar with the materials available</p> <p>b. Adequate materials are available so there is no delay in a learner receiving additional or new material</p> <p>c. The instructor provides guidance in material when needed</p>					X			Instructors are very familiar with materials and excellent use is made of these materials available. However, more variety of materials need to be developed or purchased.
	39. Multi-media materials are used where appropriate						X			
	40. Employment prospects of the community are considered in the Program	a. The learner is taught to read about and learn the skills for which there is a community need					X			Want ads in local papers are read and other materials related to community services are presented.
	41. There is an organized and systematic approach to the reading that is planned	<p>a. Reading skills are being taught in an organized and sequential manner</p> <p>b. The learner is involved in helping to plan his reading program</p>						X		The teachers are doing an excellent job in teaching reading. But it is felt that the adult learner needs to become more involved in planning and contracting his own program.

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			X	0	1	2	3	4	5	
Instruction (continued)	42. Instruction is planned so that the learner is individually progressing at his maximum rate									
	43. There is a pattern of the learner developing a more positive attitude toward reading and progression in his capabilities	<p>a. The learner remains in the Program until he has accomplished his goals</p> <p>b. Reading ability has improved as indicated by reading and comprehending increasingly</p> <p>c. The learner is reading more books, magazines, etc.; he reads more for "fun"</p>					X			Discussions with the adult learners reveal strong motivation and an excitement of their accomplishment in the program. Each is anxious to relate experiences they are enjoying as a result of the Reading Academy.
	44. As a result of increased reading ability, the attitude of the learner has changed	<p>a. Class attendance is more prompt and absences less frequent</p> <p>b. There are fewer home-based program absences</p>						X		Few absences are noted.
Services Provided for the Learner	45. Provisions are made for obtaining information about learners	<p>a. Records from previous schools or Programs are used</p> <p>b. Personal data questionnaires are completed</p> <p>c. Individual interviews are conducted</p> <p>d. Periodic ratings are made by instructors</p>					X			Very limited information is obtained, formally or informally, about each adult learner.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
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			X	0	1	2	3	4	5	
E. Services Provided for the Learner (continued)	46. Provisions are made for the maintenance and use of information about learners	<p>a. Forms are used which provide for accurate recording of data</p> <p>b. There is an accessible individual cumulative file</p> <p>c. Duplication, safe storage, and organization of files is appropriate</p> <p>d. Various applicable state forms are used</p>	X							No evidence exists to indicate a real maintenance and use of information about each adult learner.
	47. A comprehensive counseling program exists for the benefit of the learner	<p>a. Each learner is counseled when entering the Program</p> <p>b. Selection and placement provides that learners are initially placed at the appropriate level</p> <p>c. Counseling provides for learner-teacher matching to provide a teacher who has a nature and approach which will most adequately develop the learner</p> <p>d. Periodic and frequent counseling is accomplished as the learner progresses through the Program</p>				X				Some limited counseling is done when the adult learner enrolls in the program. However, the time spent by the part-time instructor does not allow much time for an effective counseling program to develop.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable		Commendable	Outstanding
			X	0	1	2	3	4	5	
Services Provided for the Learner (continued)	47. A comprehensive counseling program exists for the benefit of the learner (continued)	<p>e. Occupational, educational and vocational information is disseminated to individuals and groups</p> <p>f. Learners with special needs that can be served by other local, state or Civic Groups or agencies are appropriately referred</p> <p>g. Whenever possible, procedures require all dropouts be counseled prior to leaving the Program</p> <p>h. The dropout rate is reasonable and is continually being studied with alternate educational Programs and/or methods provided those not completing this Program</p> <p>i. Follow-up studies are made of both those that complete and those that drop out of the Program</p>								<p>Limited amounts of occupational, educational, and vocational information is disseminated to adult learners.</p> <p>Some attempts are made to locate program dropouts in an attempt to re-enroll them.</p>

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			X	0	1	2	3	4	5	
E. Services Provided for the Learner (continued)	48. Learners are assisted in employment placement	<p>a. Local state employment services offices are used</p> <p>b. Contacts have been made with local business and industry which disclose and develop employment opportunity</p>								No evidence exists to indicate this service was provided.
	49. On completion of the Program, learners are advised of further educational opportunities and are assisted in enrolling									No adult has been classified as completing the program.
F. Facilities	50. The classroom facilities have been reviewed and considered in creating the optimum learning environment	<p>a. Use of school desks have been considered for desirable/undesirable effect in the Program</p> <p>b. Desirable/undesirable effects of the use of carrels have been reviewed, both for the class and on an individual basis</p> <p>c. Factors of noise, lighting, temperature, etc. are controlled at a desirable level</p>						X		

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			X	0	1	2	3	4	5	
F. Facilities (continued)	51. The facilities and general environment of the learner's home is known and considered in the learner's Program	<p>a. Tables, chairs, etc. are of appropriate size and configuration</p> <p>b. Lighting is adequate</p> <p>c. A specific location has been set aside for work with the instructor and for the learner's self study</p> <p>d. The presence of children in the home has been reviewed for desirable/undesirable affects</p> <p>e. Cleanliness, orderliness etc. of the home have been considered</p> <p>f. Presence of other persons in the home has been considered</p>					X			
	52. Community support in terms of space, equipment, and materials has been explored to provide for deficiencies							X		The communities have responded with space and other things which have been requested.
	53. There are definitive plans to accommodate growth of the Program									None apparent.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
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			X	0	1	2	3	4	5	
G. Evaluation	54. There are specific and definitive plans for evaluation and monitoring both home-based and class-based Programs	<p>a. Plans define procedures, criteria, responsibility, reporting procedure and modification procedure necessary as a result of evaluation results</p> <p>b. Program objectives are clearly stated</p> <p>c. Funding is adequate to meet stated objectives</p> <p>d. Adjustments in the Program are made on the basis of evaluation criteria</p> <p>e. Modification and adjustments are directed toward the learner's needs</p>				X				Specific plans are in existence, but better use needs to be made of the evaluations as far as program adjustments are concerned.
	55. There is a continuing increase in the number of learners in the Program					X				More learners need to be recruited into the Reading Academy.
	56. There is a pattern of increasing numbers of learners moving from the home-based to the class-based Program									Few home-based adult learners have moved into the satellite centers, however, this is due to their personal situations such as need for baby sitters, etc.

Function	Appraisal Factor	Essential Points	Scale					Findings and Stipulations		
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			X	0	1	2	3	4	5	
G. Evaluation (continued)	57. There is a positive correlation between learners in the Program and continued attendance of their offspring or sibling in school	a. Correlation with learner in the home-based Program b. Correlation with learner in the class-based Program c. Correlation with learner who has moved from the home-based to the class-based Program								No evidence exists to make an evaluation.
	58. There is a recognizable pattern of one or more of the learner's family members entering educational Programs									No evidence exists to make an evaluation.
	59. The learner's progress is meeting established goals						X			
	60. The overall needs of the learner in reading improvement, self concept, and effectiveness as a member of the community are addressed and progress is satisfactory						X			

2. Monthly Progress Reports Prepared
by the Project Director

ADULT READING ACADEMY

Progress Report, September 1975

This was the first month of regular activity for the Adult Reading Academy at Northeast Alabama State Junior College. After the original announcement of the grant made to Northeast State was carried in local papers and on local radio stations, Mrs. Norma Propst, the director, continued efforts to publicize the program in local media and by making personal contacts and visits. She was invited to attend the Jackson County Teachers' Association meeting at Hollywood, where she discussed with several hundred teachers the purposes and plans for the Academy. Interviews with prospective personnel were set up. On September 10, Mr. Paul Allred, Right to Read Director for Jackson County, was interviewed by Mrs. Propst and Dr. Knox as a possible instructor for a proposed Scottsboro center. Mrs. Phyllis^{Kirk} was interviewed and hired to work as an instructor on the Northeast campus and to assist in promoting and implementing the work of the Academy. She began work on September 15 and devoted much effort to securing names and addresses of community leaders in Jackson and DeKalb Counties to whom over 400 letters concerning the program were mailed.

On September 17--19, Mrs. Propst attended the Reading Academy Directors' Workshop at the Skyline Inn in Washington, D. C. She became acquainted with the members of the U. S. Office of Education staff who would be most directly concerned with the work of the Adult Reading Academies. She and all other directors of the 20 funded Adult Reading Academies in the United States made presentations of their plans for carrying out the work of the Academies in their particular locations. She talked at some length with Mr. Kenneth Wood of the Right to Read staff, who will serve as the Program Officer for the Adult Reading Academy at Northeast State. She received advice and information on handling funds, securing personnel and tutors, and recruiting and serving the non-readers and poor readers of the adult population of the area.

On September 15, Mrs. Propst and Dr. Knox interviewed and hired Mrs. Ann Watkins of Stevenson to work in the reading center there.

Mrs. Kirk and Mrs. Propst began a continuing process of examining and ordering materials to be used in the Adult Reading Academy. Advice that proved very helpful in this regard came from the director of the Chattanooga Area Literacy Movement, whom Mrs. Propst visited to gain practical advice in operating a program for adult illiterates.

On September 26, Mrs. Propst and Mrs. Kirk attended a Reading Workshop at the University of Alabama Center in Gadsden. Dr. Leigh and Dr. Carroll of the Belser-Parton Reading Center at the University of Alabama were the resource speakers. At this meeting Mrs. Propst met and discussed with Mrs. Sylvia Daniel of Rainsville the possibility of her working as an adult reading teacher in Rainsville.

Mrs. Elberta Page of Scottsboro and Mrs. Rubye Strickland of Section were interviewed as possible teachers for Scottsboro Elementary School center and for the Macedonia community.

Mrs. Propst and Mrs. Kirk continued the process of publicizing the program, making and receiving many telephone calls and having posters made by the college printing office for use in communities targeted for reading centers. Plans were made to have several classes begin in the early part of October.

ADULT READING ACADEMY

Progress Report, October 1975

On October 2, Mrs. Propst interviewed Miss Jan Owens, who was interested in working as a reading instructor in the Fyffe community. She promised to get assistance from the school counselor and community leaders in locating and recruiting prospective students in that area.

Mrs. Kirk's night class began on the Northeast campus on Monday night, October 6. Nine students attended the first class. These students have helped the program by telling their friends and acquaintances about the opportunities it affords. Plans are being made for offering day-time instruction on an individual basis on the campus.

On October 7 Mrs. Propst, Mrs. Kirk, Mrs. Page, Mrs. Strickland, and Mrs. Daniel attended an Adult Basic Education Workshop in Gadsden. Mrs. Bobbie Walden, from the State Department of Education, Division of Adult Education, was the principal speaker. She shared with the group many materials she has developed for teaching adults. Many of the materials can be adapted for use in the Adult Reading Academy. Members of the group learned the basic principles of constructing instructional modules geared to the needs and interests of the individual student. Our group met Mr. Norman Parker, director of the State ABE, and Mr. Bobby Dees, a program specialist with ABE. The next day Mr. Dees visited the campus to offer any assistance we may need from the State Department.

On October 9, classes began at the Scottsboro Elementary School, with Mrs. Elberta Page teaching, and at the Macedonia Junior High School, with Mrs. Rubye Strickland as the teacher. Mrs. Propst attended both classes to extend welcome to the students and to encourage them to help in the program by telling others about it.

Mr. Eugene Smith of Valley Head came to the campus for an interview with Mrs. Propst and Dr. Knox. He was employed to begin a class in Valley Head on October 15. Mr. Smith works as a reading teacher at Ider High School and has been involved with ABE for several years.

On October 14, Mrs. Daniel's class began in Rainsville, and on October 15, the classes began in Fyffe and Valley Head.

On October 14, Mrs. Propst attended a meeting of the RSVP Advisory Committee on the campus. Mrs. Propst was asked to discuss at some length the work of the Adult Reading Academy. Members of the committee voiced interest in the program and promised support for it. The director and assistant director of RSVP pledged to assist us in finding suitable volunteers for use as reading tutors and teaching aides.

Miss Elaine Scott, a former outstanding student and tutor at Northeast State and presently a first grade teacher at North Sand Mountain High School, was asked to come to the campus for an interview concerning teaching reading at Higdon. Some requests for a reading center in that area had come to us from interested citizens there. Miss Scott became genuinely interested in the program, and after some time spent in becoming familiar with our materials and in canvassing the community for prospective students (as all of our instructors must do) began a class at the North Sand Mountain High School on October 28.

October was a very busy month, with seven classes getting started. Much time went into interviewing prospective instructors at length, explaining to them the policies of the Academy, giving them assistance in using the materials, and working with them to find the people in each area who need and can benefit from the program. Students on the campus have assisted in placing posters and in talking about the program with people in their communities. Before any class can meet, arrangements have to be worked out for the space to be used. Sometimes this requires negotiation by the Academy director, but sometimes the local instructor can work out the problems. The Fyffe class is meeting in the building owned by the Fyffe Church of God, whose minister is a student at Northeast State and who has helped in recruiting students. All other classes meet in school buildings.

In October Mrs. Propst and Mrs. Kirk prepared the first of what is hoped will be regularly printed newsletters for sharing news of the Academy with our instructors, the Washington program officer, the college staff, and other interested individuals.

ADULT READING ACADEMY

Progress Report, November 1975

November has seen the growth of the seven classes which were begun in October. The staff has discovered several things about the program: recruiting is more difficult than we anticipated and is often best done by students already enrolled; adults are sometimes highly motivated but experience a number of practical problems which interfere with regular attendance; the needs they have in reading are very real and practical, but a great deal of time must be spent, in most cases, on basic reading skills before they can solve their immediate reading problems; the teacher must be resourceful to hold the students and to provide for individual needs, as most of the students are on widely differing levels of reading ability; students for the most part are most appreciative of the opportunity to learn something they did not master years ago; and students in the Academy show a remarkable amount of interest in each other--they view the class period as both an educational and a social experience.

On November 10, the class in Stevenson with Mrs. Ann Watkins in charge began meeting at the Stevenson High School.

On November 17, Mrs. Phyllis Kirk visited the Chattanooga Area Literacy Movement program, which is housed in the Siskin Memorial Building. Mrs. Connie Walton, the executive director, has been helpful to us by sharing her experiences with us. While there, Mrs. Kirk was able to visit with volunteer teachers and students, and to examine materials that are used in that program.

On November 18, Mrs. Propst paid a visit to Mr. Adams, principal of Gaylesville High School, to discuss the advisability of beginning a satellite center in that community. Mr. Adams feels that there is a need for the program, but that some of those who could profit from it might be reluctant to become involved. He will investigate the situation for us.

Also on November 18, Mrs. Propst visited Mr. Bruce, principal of the Cedar Bluff High School, who was most courteous and interested in having a reading program set up at the Cedar Bluff School. He will interview some of his teachers who might have an interest in working with the program and let us know the results.

On November 20, Mrs. Propst visited the Pisgah High School and talked with the principal, Mr. Allen. He was interested in the program and promised to suggest an appropriate teacher to work with the program in that area.

On November 21, Mrs. Propst visited the Skyline School on Cumberland Mountain. Mr. Townson, the principal, referred her for discussion to Mrs. Brothers, school counselor, who has had experience in working with adult education in Skyline community.

Mrs. Brothers felt that there is a real need among the adults of the area for a reading program and said that she knew a teacher who might be a good person to work with the program. One difficulty in Skyline is that only one teacher on the faculty actually lives in the area. Mrs. Brothers accepted the materials Mrs. Propst had taken for examination and promised to pursue the idea with the teacher she had in mind.

On November 25, Mrs. Propst met with Mr. Joe Baxley, principal of the Bridgeport High School, who indicated a willingness to allow a satellite center to operate from the facilities there. Because of their previous work in the Bridgeport School, both Mrs. Propst and Dr. Knox have some ideas for employing an outstanding teacher for the Bridgeport center.

November provided some leads for new locations of reading centers that would be followed up at a later time.

ADULT READING ACADEMY

Progress Report, December 1975

Because of the upcoming Christmas holidays, it was decided not to attempt to begin any new satellite centers until after January 1 as it would seem discouraging to students to get started and then dismiss for two weeks. The schedule of Northeast Alabama State Junior College governs the schedule for the satellite centers.

The director of the Adult Reading Academy is fortunate in having available to her an ACTS line which allows unlimited calls in Alabama at a stipulated monthly rate for the College. By this telephone line, she is able to maintain close contact with the reading instructors thus far employed to check on progress and to offer guidance and suggestion where needed. The only problem encountered is that since most of the teachers also work in the public schools, the calling must be scheduled for late afternoons.

Since so many favorable comments were heard on the first newsletter published by the Academy, part of December was used in securing from the reading centers reports of activities to be contained in the December newsletter.

On December 11 Mrs. Propst visited the Paint Rock Valley High School in Princeton for an interview with Mr. Barham, the principal. Mr. Barham asked Mr. Bruce Money to join the discussion as he is presently involved in Adult Basic Education at the school. It was decided that there would be too much overlapping of services for us to establish a reading center there.

Most of the instructors in the Academy have planned some kind of Christmas party with their students for the last session before the holidays. The Academy will observe the same holiday recess that Northeast State Junior College has scheduled for its students.

ADULT READING ACADEMY

Progress Report, January 1976

The first week in January was very busy because of the first workshop for teachers and the first advisory committee meeting. On January 7, Mrs. Connie Walton, executive director of the Chattanooga Area Literacy Movement, and Mrs. Greta Clark, member of the CALM Board of Directors and volunteer tutor in the program, came to the campus for a workshop for our teachers, which was attended by all but one of our instructors and one volunteer tutor. The group met from 3:45 to 6:15 p.m. for demonstration lessons, role playing, and mutual discussion. Several commented that the time passed too quickly, indicating that the activities were relevant and enjoyable. At the break, refreshments were served, thus combining social and business activities for the evening.

On January 8, the first meeting of the Adult Reading Academy Advisory Committee was held, with the following attending: Miss Johnnie Bell, director of the Jackson County Department of Pensions and Security; Mrs. Bernice Parker, director of the DeKalb County Department of Pensions and Security; Mr. Archie Stewart, Jackson County Materials Center; Dr. E. R. Knox; Mrs. Norma W. Propst; and Mrs. Phyllis Kirk. Because of the snowy weather, Mr. Franklin Kellett, superintendent of DeKalb County Schools, and Mr. A. A. Clemons, superintendent of Jackson County Schools, felt it inadvisable to leave their offices. Also invited to the meeting but not present was Mr. Dallas Tucker, examiner for driver's licenses in Jackson and DeKalb Counties. Mrs. Parker and Miss Bell made several helpful suggestions for implementing the program, and each promised to share with her staff the opportunities afforded by the Academy to disadvantaged people with whom the Departments of Pensions and Security are in daily contact.

On January 9 Miss Sue Ellen Machen of Scottsboro, who teaches at the Skyline School, came for an interview as a prospective teacher for that area. Miss Machen was encouraged to canvass the area to determine whether enough people are interested in the program to justify establishing a satellite center at Skyline.

On January 12 the first class met at the Cedar Bluff School in Cherokee County. Mrs. Ann K. Poe is in charge of the center. Four students attended the first night.

On January 13 Mrs. Propst attended a meeting of the Retired Senior Volunteer Program Advisory Committee on the Northeast campus. Members of the committee

were eager to hear about the progress of the Academy, and directors pledged continued cooperation in supplying volunteers and assisting in recruiting students in reading.

On January 15 and 16 Mrs. Propst attended the second Academy Directors' Meeting in Washington, D. C. The meetings were pertinent and well planned, and seemed to be more helpful than those of the first meeting in September, perhaps because each director, after getting into the real implementation of the program, realized more clearly the problem areas actually faced and the questions needing answers. A long talk with Mr. Kenneth Wood, program officer for Northeast's Academy, provided clarification and encouragement.

On January 19, Mr. Archie Stewart brought several prospective students from the black community in Scottsboro for a visit to the campus. It was the first visit to Northeast for these people, although several have friends attending college classes here.

On January 21, Mrs. Jacqueline Higgins, of the Tenbroeck community in DeKalb County, came for an interview with Dr. Knox and Mrs. Propst. There have been several inquiries in her community about the possibility of offering reading instruction there. She was instructed to do some more investigating and let us know how many people are prospects as students.

On January 22, Mr. Dean Daniel was interviewed by Dr. Knox and Mrs. Propst as a possible reading instructor. He is to check into the situation in the Geraldine area.

Also on January 22, Mr. Stewart's first session at the St. Elizabeth's Missionary Baptist Church in Scottsboro was held.

On January 23, Mrs. Propst visited Mrs. Sally Cothron in Stevenson, who is interested in teaching a reading class primarily for blacks. Most of the visit was spent in examining materials and discussing teaching techniques for adults.

On January 28 Mrs. Propst visited the Collinsville High School to discuss with the principal the advisability of offering reading instruction there. A member of the RSVP Advisory Committee had requested that we look into this area as a possible satellite center. Mr. West, the principal, referred Mrs. Propst to Mrs. Everneza Kerley, who has had some experience in working with adults in the community and who agreed to assess the situation, examine the materials, and let us know something in the near future.

Adult Reading Academy

Progress Report, February 1976

The month of February got off to a good start as far as publicity is concerned with a call to the office from Carol McClokey of WAAX Radio Station in Gadsden, who requested and was given permission to tape a conversation with Mrs. Propst to acquaint the people of the area with the purpose and activities of the Adult Reading Academy.

At 6:00 that same day Mrs. Propst attended the first session of the satellite center at the Tenbroeck Community Center. Mrs. Higgins and her daughter, Mrs. Tommie Ann Tumlin, had arranged an attractive reading center and provided refreshments for a warm and welcoming beginning for the program there. An informal get-acquainted period was enjoyed by those who attended. Mrs. Tumlin plans to serve as a volunteer tutor in the program, and she seems well qualified, with a college degree and experience in teaching reading.

On February 3 the class with Mrs. Cothron in Stevenson began, with six students to enroll.

On February 4, Mr. Bobby Dees of the Adult Basic Education Department of the State Department of Education visited on the campus. He and we are interested in joint cooperation between the Adult Reading Academy and the ABE programs already in operation in the state. We view these two programs as not competitive in any way but mutually supportive.

On February 10 Mrs. Propst interviewed Mrs. Katherine Bone, who is interested in working with the Adult Reading Academy as a home tutor in parts of Jackson and DeKalb County. Mrs. Bone, Mrs. Kirk, and Mrs. Propst spent time in discussion of materials, prospective students, recruiting, and scheduling. Mrs. Bone will begin as she finds people who need the instruction, and build up the program from there.

Also February 10 Mrs. Propst was invited to be a guest on a Scottsboro radio station interview program. She was interviewed by Mrs. Patricia Martin on a live broadcast for 30 minutes. On this program she was able to discuss the overall scope and design of the program and to appeal to people of the area to assist by making the opportunities known and by offering service as volunteers.

On February 11, Miss Ovelle Benefield of Sylvania came to the campus for an interview with Mrs. Propst and Dr. Knox concerning beginning a reading group at the Sylvania High School. Mrs. Benefield has had experience working with many age groups in various educational programs.

On February 12, Mrs. Propst was a guest speaker at a meeting at the Jackson County Department of Pensions and Security for the DPS staff and representatives of the various service agencies in Scottsboro to discuss the Adult Reading Academy. Interest in the program seemed high, and several recommendations of students were made on the spot. In the following days and weeks other referrals were made to the Academy by social workers.

On February 13, Mrs. Propst visited the home of Mrs. Ben Porter of Pisgah. Mrs. Porter's husband desires to learn to read, but is unwilling to attend a satellite center. Mrs. Propst explained in detail the methods and materials used in teaching reading. Mrs. Porter feels able to teach her husband.

On February 16 Mrs. Propst and Mrs. Elizabeth Thomas of the Retired Senior Volunteer Program in Jackson County visited the Stevenson Nutrition Center. In discussing the program, she found one elderly woman who is desirous of attending the class of Mrs. Ann Watkins of Stevenson. Also one of the volunteers at the Center has been trying to teach a friend who also comes to the Center regularly. Mrs. Propst spent some time acquainting the volunteer, Mrs. Susie Fuller, with the materials used by the Reading Academy. Mrs. Fuller hopes to be able to work with the student until she gains enough confidence to feel up to attending the class at the satellite center.

Mrs. Nell Holder of Bridgeport came to the campus on February 25 to discuss the possibility of beginning a reading center at the Bridgeport High School. Permission to use the facility had already been obtained from the principal, Mr. Joe Baxley. Mrs. Holder was eager to examine materials, discuss methods of recruiting, instruction, etc. She will have radio announcements made on a local station to publicize the beginning of the center.

In addition to the special activities mentioned in each report, there is the matter of keeping in close touch with the instructors of the satellite centers on a regular basis, made more effective because of the ACTS telephone line maintained by the College. Every attempt is made to handle referrals of students efficiently and promptly so that no one who is a potential student is overlooked. As new materials and ideas come in to the Reading Academy office, they are disseminated to the instructors in the centers by mail, by telephone, or by personal visit.

The individual tutoring sessions on the campus are expanding as people who are interested learn of the opportunities available. Mrs. Phyllis Kirk spends each morning tutoring individuals and occasionally two family members together, and once a week visits a welfare family to provide instruction in the home.

ADULT READING ACADEMY

Progress Report, March 1976

During the early part of March, the Northeast State Junior College schedule included final examinations, two days off, and spring registration, which affected the project director's activities but did not prevent the classes on campus and in the satellite centers from keeping on with their regular activities.

A satellite center at Bridgeport began operation on March 22 with Mrs. Nell Holder in charge. Four men have enrolled thus far.

On March 18, Mrs. Propst met with Mrs. Madge Wilbanks, proposal writer of the college, to discuss the forthcoming application for refunding of the Academy for the second year.

Also on March 18, Mrs. Olivia Yates, who is the librarian at North Sand Mountain High School, was interviewed and hired as a replacement for Miss Elaine Scott, instructor of the North Sand Mountain center, who has resigned her position at the school and as Reading Academy instructor. We were reluctant to accept Miss Scott's resignation because of the excellent rapport she had established with the group and the outstanding job she had done in meeting individual needs in one of the larger groups in the program; however, Mrs. Yates was highly recommended to us by her principal, and we feel fortunate to secure her services.

Another change in personnel involves the Plainview Center. Mrs. Sylvia Daniel, who had done an outstanding job, felt forced to drop out of the program because of the pressure of her graduate studies in addition to her full-time job in the public school system. Her husband, Mr. M. D. Daniel, who had already expressed an interest in working with the Academy, has been assigned as her replacement.

Mrs. Propst was scheduled to attend an Adult Performance Level Seminar on Competency-Based Adult Education at Auburn University March 24--26 but was unable to go because of illness. Mrs. Madge Wilbanks attended the meeting to represent Northeast State and to pass along to us the ideas of the discussions.

We have not been encouraged to follow up on the establishment of a center at the Bryant Junior High School. Early in the month Mrs. Propst visited with Mr. Bearden, principal of the school, to determine whether a center is needed there, but was told that an ABE unit was already being considered for that area. Since we are not interested in establishing overlapping programs, we shall not pursue that possibility.

ADULT READING ACADEMY
Progress Report, April 1976

On April 5 Mrs. Propst and Mrs. Ruby Butler, director of the DeKalb-Jackson Retired Senior Volunteer Program, visited with Mrs. Alice Liles in Scottsboro. Mrs. Liles wishes to become a volunteer in the Reading Academy by teaching reading to a young woman neighbor in the Housing Project. A good amount of time was spent in acquainting Mrs. Liles with the materials to be used, and in making suggestions about practical methods of teaching.

The National Right to Read Conference was held in Washington, D. C., at the Shoreham Hotel April 7--9. Mrs. Propst attended the meeting. People from all parts of the United States and all levels of the Right to Read Effort were present for speeches, small-group discussions, and informal talks with officials of the Office of Education and other participants in the program. Several interesting displays were available, and materials from other academies were shared. Participants in the conference were treated to the first showing of the new Right to Read film "Every One I Know Can Read." Mrs. Propst was one of the group discussion leaders on the Friday agenda, discussing the topic "Sharing of Adult Materials, Methods, and Experiences."

At this point in the development of the Adult Reading Academy, we have received help from a number of volunteers. Some serve as tutors in their homes or at a location convenient for them and their students, and others provide assistance in individualizing instruction at one of the satellite centers. As tutors we have Mrs. Ben F. Porter of Pisgah, Mrs. Susie Fuller of Stevenson, Mrs. Gertrude Jones of Bridgeport, and Mrs. Alice Liles of Scottsboro. Mrs. Lela Nichols of Dutton, a retired teacher, was one of our first volunteer tutors, at first working at the campus center, and later tutoring a neighbor in her home. Serving in the satellite centers are the following: Mr. Agee Strickland, Macedonia; Mrs. Tommie Ann Tumlin, Tenbroeck; Mrs. Joyce Hillstrom, Misses Mary and Pearl Wordlaw, and Mrs. Opal Evans of Stevenson; Mrs. V. C. Snodgrass, Mr. Richard Johnson, and Mrs. Clara Walker at St. Elizabeth's Church in Scottsboro; Mrs. Virginia Scott, North Sand Mountain; Misses Dorothy and Denise Matthews of Stevenson; and Mrs. Wanda Bagwell, North Sand Mountain State.

During the month, Mrs. Propst visited satellite centers at Plainview, Scottsboro, Bridgeport, Macedonia, Valley Head, and North Sand Mountain. It is always a joy to meet with the students in the Academy because of their appreciation for the program and their hopes for self-improvement with the help we are able to provide.

On April 13, Mrs. Propst and Mrs. Wilbanks worked on the application for refunding of the Academy. It was necessary for Mrs. Propst to compile a report of the progress made in the Academy thus far and of the plans for continuing and expanding the program during the next year if funding is granted.

Mrs. Benefield held the first reading session at the Sylvania High School on April 13. It has been rather difficult to get the program going in this location.

On April 21, Mrs. Propst called on Mrs. Rita Williams, who directs the Wonder Age Club in Scottsboro, to find out if the building used at the Housing Project for the Nutrition Program could also be utilized for Mrs. Page to teach reading to two residents of the Housing Project. Mrs. Williams found out that it would be all right to plan such sessions, and Mrs. Page was able to teach one black woman there for a few weeks. The other woman decided against participating.

The biggest event of April for the Academy was the Adult Basic Education and Adult Reading Academy Workshop held on the Northeast campus from 4:00 to 8:00 p.m. on April 22. Teachers and volunteers from ten school systems were invited. Dr. Michael O'Donnell, reading consultant of the Department of Health, Education and Welfare was the special consultant for the workshop. Other special guests were Dr. Erskine S. Murray, Assistant Superintendent of Education and Continuing Education in Alabama; Mr. Norman O. Parker, Coordinator of ABE in Alabama; Mrs. Bobbie Walden, CAPE Project Supervisor; Mr. Bob Walden, ABE Officer in Alabama; and Mr. Bobby B. Dees, Education Specialist in ABE in Alabama. Dinner in the Student Center was held between the two sessions of the workshop. The fifty people who attended expressed appreciation of the discussions presented by Dr. O'Donnell and showed their interest by their participation in a question-answer period.

ADULT READING ACADEMY

Progress Report, May 1976

In any school the month of May is a busy one because of the end-of-school activities. At Northeast the month's activities included Spring Concert, Student Awards Day, RSVP Banquet, and graduation activities.

The Adult Reading Academy was involved principally in maintaining the efforts already begun as this particular month was not considered a good time to launch into new satellites or begin new programs. The project director spent some time visiting satellite centers in order to gain first-hand impressions of the progress of the program and to secure photographs of participants. It has been decided to compile two scrapbooks--one to be sent to Right to Read in Washington and one to keep here--to give a pictorial view of the activities of the Reading Academy. On May 3, the project director visited the center in Cedar Bluff, on May 10 the center at St. Elizabeth's Church in Scottsboro, on May 11 the center at Macedonia, and on May 20 the centers (two) in Stevenson. Students were very cooperative about the picture taking and were especially eager to watch the Polaroid SX-70 films develop. The home tutors also assisted in making pictures for the scrapbooks. At each center some pictures were given to the instructor or to individual students to keep and/or display. This recognition seemed to please most of the students.

Another activity for May involved assembling the newsletter--the fourth of the year. This one contains articles individual instructors have written focusing on a particular student or students who seem to be good examples of the kind of people who are being assisted in the Adult Reading Academy.

The Retired Senior Volunteer Program's Recognition ^{Banquet} was held on May 14, in the Northeast State Student Center.. Senior Volunteer from DeKalb and Jackson Counties were recognized for various kinds of service they have provided to non-profit organizations during the year. Several volunteers were recognized for serving as tutors in the Adult Reading Academy, and the Academy itself was recognized as a volunteer station.

Mrs. Katherine Bone, home tutor, requested to be off for the summer, so one of the concerns of the month was finding a replacement for her. On May 13, Mrs. Lottie Taylor of Rainsville, who is special education teacher at Dutton School during the regular school year, was interviewed and hired for the summer. Her daughter, Mary Taylor, a recent University of Alabama graduate, will assist her as volunteer tutor during the summer months. During the early part of June, Mrs. Taylor accompanied Mrs. Bone on her rounds in order to meet students and to become

familiar with the routes traveled.

ADULT READING ACADEMY

Progress Report, June 1976

After numerous comments from teachers about problems in attendance caused by the increased outdoor activities of the summer months, such as gardening, preserving foods, etc., Dr. Knox and Mrs. Propst decided that for the summer months it would be advisable to slow down the activities of the Academy. All instructors working in satellite centers were advised to change from a two-nights-a-week to a one-night-a-week schedule for June, July, and August. Many of the students seemed pleased with the arrangement and determined to make a special effort to be present on the one night the satellite center would be in operation.

The project director had a week's vacation early in June. Also in June, Mrs. Phyllis Kirk, Northeast campus instructor, had to return to Jacksonville State University to finish her master's degree. Students who were being tutored during day-time hours seemed eager to have a few weeks off from study, but night students on the campus continued meeting as usual. Any day-time student who desired to do so and was able to, was encouraged to attend night sessions.

Linda Ellison, secretary for the Reading Academy, is not in school for the summer, so temporarily all office routines are being carried on by the project director. This work includes making and typing all reports, mailing or taking all new materials and teaching aids to the satellite centers, reproducing and disseminating copies of teaching materials, and carrying on correspondence with satellite instructors. As always the ACTS telephone line has proved helpful for keeping in touch with Reading Academy personnel as needed.

On June 23 Mrs. Propst attended a reception honoring Mrs. Bobbie Walden of the State Department of Education, Division of Adult Basic Education. Mrs. Walden was recently elected president of the National Association of Public Continuing and Adult Education, a signal honor. The party was held at the King's Inn in Birmingham. During the past year, Mrs. Walden and others of the State Department ABE office have been very cooperative with the Northeast Reading Academy. The College is now an institutional member of NAPCAE.

ADULT READING ACADEMY

Progress Report, July 1976

Most of the work for the summer is routine--keeping in touch with the instructors, distributing materials as they arrive through the mail, meeting with the home tutor for discussions, and visiting the centers from time to time.

On July 8, Phyllis Kirk represented Northeast State at a party in honor of Bobbie Walden, newly elected president of NAPCAE, which was held at the home of Dr. and Mrs. Castelli in Huntsville.

On July 9, Mrs. Propst, project director, met with Mr. Bob Walden of the State Department of Adult Basic Education at the Adult Learning Center in Huntsville. Northeast had been encouraged a few months back to apply for federal funds to be used for implementing the Adult Performance Level Study. We had submitted a request for some \$15,000, to be principally used for adding paraprofessionals to the staff of the Adult Reading Academy. The purpose of the meeting with Mr. Walden and with Dr. James Mason of the Adult Learning Center was to discuss the grant. Northeast was one of 15 applying institutions in the state that were funded. Since there was such a demand for the funds and there was a desire on the part of state officials to spread the funding as far as possible, Northeast State was granted something over \$7,000 for the next year. Mr. Walden explained methods of handling the funds and the use of paraprofessionals to broaden the teaching base of the Academy. These people will be used in providing home tutoring in housing projects or other locations where there might be numbers of people needing to learn to read.

On July 12, Mrs. Propst made a trip to Stevenson and Bridgeport to take new materials to Mrs. Cothron, Mrs. Watkins, and Mrs. Holder. On July 14 materials were taken to Mrs. Page and Mr. Stewart in Scottsboro. Materials for the other instructors were mailed as July 15 and 16 were set aside for fall pre-registration.

On July 19 Mrs. Propst delivered a System80 machine to Mrs. Olivia Yates in Flat Rock for use with the class at North Sand Mountain High School. Since Mrs. Yates serves as librarian for the school, she has space for storing the machine safely in the same area where she teaches the class. Some of the other teachers in the Academy have access to such machines, but we have not routinely furnished them because of the difficulties in some cases of providing safe storage between sessions.

On July 26 Mrs. Propst attended a party at the Stevenson satellite center for two black women students who are twins and were celebrating their birthdays, thanks to the efforts of Mrs. Watkins, teacher, and Mrs. Hillstrom, volunteer tutor. It was an enjoyable occasion. Mrs. Watkins had developed a new game WORDS, based on the bingo principle that was enjoyed by all. Mrs. Propst also visited the Bridgeport

B. PRODUCT EVALUATION

The Northeast (Alabama) State Junior College Project "Operation New Horizons"--Right to Read--Adult Reading Academy Program was developed around four primary objectives and fifteen other evaluation criteria or questions.

The third party evaluator developed an Evaluation Data Matrix and data collecting procedures to the Project Director in systematizing and gathering the pertinent information for the "outcomes" and "product" evaluation.

Evaluation comments are centered around each of the objectives and deals with most of the questions outlined in the publication by the U.S. Department of Health, Education and Welfare, Office of Education, "Preparing Evaluation Reports--A Guide for Authors."

Objective 1--To develop a Reading Academy which will help to eliminate functional illiteracy from the service area at the rate of 200 annually.

The organizational structure of the Adult Reading Academy developed at Northeast Alabama State Junior College offers an excellent opportunity to assist in eliminating functional illiteracy from its service area.

The Reading Academy developed during this first year consisted of the Center at Northeast Alabama State Junior College, and ten satellite centers and a small network of home-based tutoring services.

The Reading Academy professional staff consisted of a Project Director, eight part-time well qualified instructors and 19 volunteers who helped with instruction and recruiting.

At the beginning of the program a fairly extensive community orientation and recruitment campaign was initiated to identify and recruit the functionally illiterate adult.

The project was to serve a five county area in northeast Alabama. Programs have been established in only three of the five counties-- Jackson, Cherokee, DeKalb. No programs have been initiated in Marshall or Madison counties.

One hundred and fifty-nine (79.5%) of 200 projected functionally illiterate adults were recruited into the Reading Academy during the first year. However, 44 (27.7%) of the 159 adult learners dropped out of the program at some time during the year. At the end of the reporting period, only 115 adult learners were enrolled in the project.

In review, the accomplishment of attempting to remove functional illiteracy from the service area as measured by the average reading gain accomplishments of the adult learners by the length of time they were in the program, were illustrated in Table 17 as follows:

TABLE 17
REPORTED READING LEVEL GAINS BY LENGTH OF
TIME ADULTS ENROLLED IN PROGRAM

Months in Program	Tested Reading Level at Enrollment*	
	Grades 0 - 3	Grades 4 - 6
	Average Grade Improvement Rate	Average Grade Improvement Rate
0 - 3	0.7	1.4
4 - 8	2.2	1.0
9 - 12	1.1	1.7

* As measured by ABLE¹

¹Gardner, Eric F.; Karlsen, Bjorn; Madden, Richard. Adult Basic Learning Examinations, Level I, (New York: Harcourt, Brace & World, Inc.), 1967, Test 2.

Thus, for the first year of operation, the evaluator concluded that the project did not fully accomplish Objective 1, but did make a very respectable start at attempting to achieve this objective.

Objective 2--To develop a network of community and home-based as well as campus-based reading programs within the service area of Northeast Alabama State Junior College which would collectively and individually set about to accomplish the prime objective of giving adults of the area new horizons through reading and/or the ability to read.

A campus-based center at Northeast Alabama State Junior College, a network of ten satellite reading centers (see page 16 for locations of these centers) within a 50 mile radius of the campus, and a home-based tutoring program has been established in three counties of the five counties in the project service area--Jackson, Cherokee, and DeKalb. No programs have been established in Marshall or Madison counties. The home-based tutoring programs utilize mostly paraprofessionals and volunteers in teaching reading to these special adults. It is interesting to note that both morning and evening classes have been established by the Academy for working with these adults.

All the programs are focusing their efforts on giving the adults new horizons through reading and/or the ability to read. See discussion, Objective 1 and page 97, for the demonstrated reading success of the adults in the program.

The development of a home-based instruction program has not met with the success of the satellite centers program. A very limited home-based instructional program has developed thus far. Twenty home-based learners have been served.

The evaluator concluded that the project was fairly successful in accomplishing the objective for its first year of operation.

Objective 3--To work on a totally one-to-one basis with each adult who is (a) unable to read at all or (b) unable to comprehend and/or understand what is read. Materials will be selected according to individual needs. The interest of each individual adult learner will be considered and, as much as possible, materials will be used to meet these particular interests. Materials will also be related to employment task, consumer information, health and welfare services, and current events so as to still better help the adult in the reading program be more in tune with today's world.

Basically those teaching reading in the program (three instructors are reading specialists) are fully attempting to work on a one-to-one basis with each of the adult learners who are (1) unable to read at all or (2) unable to comprehend and/or understand what is read.

However, it has been found that there are times that some group work is very beneficial in the adult learner's growth. Such as once the adult feels comfortable in the setting, it has been found that it is a strong motivating force to let him demonstrate his growth to his peers each week. These peers will sometimes get on to each other if they have not fully accomplished their assignment from week to week.

In attempting to maximize the individualization process, the instructors are: (1) using paraprofessional aids or volunteer tutors; (2) attempting to do some grouping by ability levels; (3) staggering the time of arrival and departure of some adult learners; (4) selecting some reading materials by each adult learner's area of interest.

During the day, for those adults with special problems or keen interest, the instructor based at the campus works individually. The instructors

in the satellite centers appear to have a keen interest in these adult learners and appear to spend much extra time with those adults who desire their assistance. Several adult learners noted this about their instructor.

In attempting to locate a variety of reading materials for the adult learners, the instructors have voiced some concern. Due to this difficulty, some instructors have developed many of their own materials, some focusing on employment task, consumer information, health and welfare services and current events, to provide more adult-level related instruction. Some help in developing these types of materials have been received from Mrs. Bobbie Walden, a State Department Consultant.

Some special areas of interest for study and assistance requested by the adult learners were: (1) figuring utility bills, (2) making out budgets, (3) making change, (3) figuring grocery bills and taxes, (4) filling out applications, (5) writing checks and figuring bank balances, (6) learning to read job related materials (this is a big area of interest), and (7) reading the Bible and Sunday school lessons. The instructors and adult learners noted these points in discussions about real benefits derived from the program. So called "survival words" have been a big success with the adult learners too.

The Laubach materials are primarily used as basic text, however, the Borg-Warner System 80 machines and materials and SRA labs have also been used with some success. However, discussion with the adults led the evaluator to believe that the instructor-prepared materials centering around the adult's area of interest have been most successful. This material development is most time consuming and these part-time instructors just do not have ample time for this activity.

The evaluator concluded that the project is doing an acceptable job in attempting to fulfill this objective.

Objective 4--To add a significant number of adults to the payrolls of the various businesses, industries, and agencies of the area.

Only five (3.14%) of the adult learners gave as their reason for enrolling in the Reading Academy "to get a job" and only 22 (13.8%) listed their reason for enrolling "to get a better job."

Most of the adults who enrolled in the Academy have jobs, which has been a surprise. Several of the adults are even self-employed.

After reviewing this, it has been determined that this project objective at this time is not applicable to the situation as was anticipated. Thus the success in meeting this objective has been only minimum.

However, the adult learners who had an employment-related personal objective for enrolling realize it will take them some time to gain a reading proficiency that would assist in gaining employment or upgrading themselves employment wise.

Other evaluative criteria or measures specified in the proposal were:

1. *As many of the participants as possible would be brought to the Northeast Alabama State Junior College campus, the base of "Operation New Horizon."*

Twenty-eight learners have participated in the program at Northeast Alabama State Junior College campus, the base of "Operation New Horizon."

Northeast Alabama State Junior College operates ten bases, which are accessible even through relatively remote areas, throughout its service area. The present bus system has a morning pickup service and an afternoon delivery service. The administration at Northeast Alabama State Junior College offered the service of these buses to assist in getting the adult learners enrolled to the Reading Academy.

However, this bus service has not aided the enrollment growth of the Academy to any significant amount. The long layovers of the buses at the Junior College and the self-consciousness of the adult learners riding with these young junior college students led to this transportation service not contributing as much to the development of the Reading Academy as first projected.

It was felt, however, that the project made every effort to bring the adult learners to Northeast Alabama State Junior College, the base of "Operation New Horizon."

2. *A home tutoring plan of operation will be carried out by the Reading Academy.*

A home tutoring plan has been implemented by the Reading Academy. During the year, 11 home tutoring instructors have served 20 home-based adult learners in three counties. Home-based instruction is generally provided for one hour per week unless a special need occurs.

The evaluator concluded that the project did an acceptable job in meeting this evaluative statement.

3. *A diagnostic and prescription method will be employed at all times in the reading program whether the program is in the home, a satellite learning center, or the campus of Northeast Alabama State Junior College. The individual reading problem will be studied by the instructor and/or Project Director. From this study, the individual needs will be diagnosed. After the diagnostic method has been employed, a prescription of reading instruction and/or materials will be applied relative to how to best meet the discovered needs.*

Considerable effort is made in attempting to diagnose reading difficulties and prescribing treatment for each individual adult learner.

The diagnostic phase is considerably subjective until these adults feel comfortable in this new setting. Informal word inventories supplemented with close observation by the teacher are used initially to determine just what the reading difficulties are. Once the adult learner feels more at ease, the ABLE test series are used for a more formal type evaluation.

Once the adult learners' problems and levels are diagnosed, every effort is then made to shape the instruction (prescription) to meet the difficulty.

For example, an adult learner in Laubach Skill Book 3 was stumbling on initial consonant blends and confusing long and short vowel sounds which should be easily distinguished by a knowledge of the word patterns characterizing long and short vowel sounds. Teacher observation of the difficulties (diagnosis) and subsequent stress on the blends and long/short patterns (prescription) resulted in more knowledgeable word attack and spelling skills for this adult learner.

Another example is the number of adult learners who experience extreme difficulty using phonics (diagnosis); for these, a sight word approach

(prescription) has proven much more effective. (In these cases, however, teachers continue to draw attention to some of the most easily observed letter/sound correlations.)

The diagnosis and prescription idea is also applied to the functional needs of the student. If his objective is to prepare to pass the GED, the instructional program (prescription) is considerably different than if he simply desires to achieve functional literacy for his own enjoyment, a particular job, or just to function better in today's world.

The evaluator concluded that the project staff are attacking this problem very realistically and have made considerable gains in fulfilling this objective.

4. *Community involvement and community resources are to be essential ingredients of the Reading Academy. Other agencies will serve as resource centers, making data available and will be involved in recruitment of adult learners.*

At the beginning of the project, considerable effort was made to involve the community in the Reading Academy. Beginning on page 31 of this report is a listing of the community agencies, groups or individuals involved in the project, and the extent of their involvement. Some agencies have been helpful in identifying potential adult learners for the Reading Academy. However, only one adult indicated they heard about the Academy through another agency (Table 14, page 18).

The outside agencies have been most helpful in acting as resource centers and satellite centers as evident by ten of these centers being established in three of the five counties in the service area.

The evaluator concluded that the project had been fairly successful in involving the community in the project.

5. *An Advisory Council will be established by the Reading Academy to help administer "Operation New Horizon." Representatives from the communities in the service area of the project as well as representatives from the varying agencies serving the community will be asked to assist in any way possible to assist the Reading Academy in better knowing and meeting the needs of the adults in the service area.*

An Advisory Council was established by the Reading Academy. The following list reports the Council's membership and their job characteristics.

Advisory Council Members

Job Characteristics

Miss Johnnie Bell	Director of Jackson County, Department of Pension and Security
Mrs. Bernice Parker	Director of DeKalb County, Department of Pension and Security
Mr. Archie Stewart	Jackson County Materials Center, Jackson County Board of Education
Dr. E. R. Knox	President of Northeast Alabama State Junior College
Mr. Franklin Kellett	Superintendent of DeKalb County Schools
Mr. A. A. Clemons	Superintendent of Jackson County Schools
Mr. Dallas Tucker	Drivers License Examiner, State of Alabama

The Advisory Council members that are appointed seem extremely well qualified. However, it appears that other persons from the community need to be appointed to get a better representative sample from the community.

Only about two formal meetings of the Advisory Council have been held.

The evaluator concluded that this evaluative statement was met only to a limited degree.

6. *Emphasis will be placed on the number of persons reaching higher levels of literacy, efficiency of the Project Director, and instructors in preparing adult learners for advanced reading comprehension. A series of basic literacy tests based on levels of reading comprehension will be utilized as a major source of evaluation. Emphasis will also be given to basic remedial project corrections, alternate sources of educational material and improved methods of instructor/participant interactions.*

The series of the ABLE test were utilized to establish the adult learners reading level and to monitor progress.

Table 18 reports the entering reading level of the adult learners and the achievement levels reached at testing time.

TABLE 18
ENTERING READING AND ACHIEVEMENT
LEVELS OF THE ADULT LEARNERS

Tested Grade Reading Levels of Adults Entering Academy	Reading Levels*							
	Number Entering at Tested Grade Level	Number Adults by Grade Level Achievements*						
		0	1	2	3	4	5	Over 5
0	31	5	20	6				
1	22		3	17	2			
2	14				6	4	2	2
3	16					8	5	3
4	17						15	2
5	15						2	13
Over 5	44							44

* As measured by ABLE (Bjorn Karlsen, Richard Madden, and Eric F. Gardner. Adult Basic Learning Examination, Level I. (New York: Harcourt, Brace and World, Inc. 1967), Test 2.).

The analysis of Table 18 reveals that 105 (91.3%) of the 115 adult learners who entered the program at reading level of grade five or below demonstrated an achievement rate of one grade level or more.

The evaluator concluded that the project did a commendable job in accomplishing this evaluation measure.

7. *The materials used in "Operation New Horizons" will be in keeping with the heritage and language of the participants. In all cases, materials will be chosen which will have a certain identification with the adults in the project.*

The materials in "Operation New Horizons" appear to be in keeping with the heritage and language of the adult learners. In nearly all cases, materials are chosen which have a certain identification with the adult learners in the project.

Three considerations are involved in selection of materials to meet individual needs. One consideration is the instructional level of the adult learner; another is the nature of his reading difficulty; and the third is his own personal interests, coping skills needs, and aptitudes. Instructional level is determined by use of the Adult Basic Learning Examination, informal word inventories, teacher observation, and the student's own self-evaluation. At lower levels of literacy, the Laubach text makes a good start for most adult learners, provided the student is allowed to progress as quickly or as slowly as necessary, and supplementary materials, relative to the last two considerations, are used wherever possible.

At medium and relatively higher levels of literacy, the second consideration, nature of the reading difficulty, demands greater attention; then materials and/or instruction geared to treatment of the specific difficulty is called for word analysis skills, sight recognition, phonics, comprehension, etc. The Laubach series stresses phonics; other materials used to treat particular difficulties are: (1) Individualized Cassette Learning Package tapes and worksheets by Media Materials, Incorporated; (2) Steck-Vaughn workbooks--Phonics We Use, Gateways to Correct Spelling, and Imaginary Line Handwriting; and (3) Borg-Warner's System 80 Machines utilizing recording and screen pictures.

The third consideration in selection of materials (interests, coping skills needs, and aptitudes of student) is met by including a variety of subject areas in our materials. The Reading Attainment System, so useful for developing comprehension and vocabulary, has a wide range of adult level subjects. Laubach supplementary materials include publications on occupations, community services, family management, personal health, government, and child care. The Reader's Digest series of high interest, controlled vocabulary readers, newspapers from New Readers' Press (Know Your World), and other purchased materials are used to meet individual interests. Also, the use of reading matter encountered in actual everyday activity is considered vital in meeting the coping skills needs of the student. This reading matter includes job applications, checks, grocery ads, phone books, newspapers, driver's license manuals, greeting cards, menus and recipes, words or phrases from roadside signs, calendars, blueprints, Bible passages, library cards, job-related instructions, consumer information found on merchandise, and so on. Much of this type material is developed by each teacher. The use of the language experience approach is a sure way of meeting the interests of the student.

The evaluator concluded that the project has done a good job in meeting this evaluative statement.

8. *Northeast Alabama State Junior College will provide periodic in-service training sessions at the beginning of "Operation New Horizons." This in-service training will be on a regular basis and will be supervised by the Project Director. The purpose of the in-service training is for the instructors to have experiences and learning progresses and processes, problems and successes to achieve a better overall program in the entire Reading Academy.*

At the beginning of the project an active in-service training program was carried out. Pages 27 and 28 review the in-service training conducted.

Table 16, page 29, reviews the type groups and time spent in in-service activities conducted through the project. The in-service activities were group activities as well as activities conducted on an individual basis by the Project Director.

The purposes of the in-service activities did center around the instructors having experiences related to the adult learning process and learning progress rates. Some in-service activities also dealt with recruitment and pre-orientation of adults.

No formal-type workshop evaluation was made in connection with the in-service training program.

The evaluator concluded that an adequate effort was made, particularly at the beginning of the project, in complying with this evaluative statement.

9. *The Reading Academy will work from Satellite Stations as well as from the campus and through home tutoring instructors for the purpose of reaching as many adults as possible in "Operation New Horizons."*

Satellite Stations can easily be set up since the Applicant is already maintaining off-campus centers in nine (9) communities in the service area. In addition to the use of public school buildings, a Satellite Station could be set up in community buildings, recreation centers, community meeting halls or person's individual homes.

Wherever these stations are located, the emphasis will be on an individual and one-to-one basis just as it will be maintained on the campus and carried out in the home tutoring program of instruction.

There have been a network of ten Satellite Stations established with an instructor operating the station, one campus instructor and 11 home tutoring instructors operating to reach these adult learners. Twenty home-based adult learners have been served by the home tutoring service.

Classes have been established in two community churches, a community club house, and classrooms in eight public schools (See page 16 for location of satellite centers or classrooms). Programs have been established in three of the five counties in the Reading Academy's service area.

The Academy is attempting to work with adult learners on an individual basis (See page 90 and page 91 for methods).

The first year of operation the evaluator concluded the Reading Academy made an acceptable attempt in fulfilling this evaluative statement.

10. *To help expedite the program, "Operation New Horizons," a Task Force comprised of a varying number of agencies who have expressed an interest in the Right to Read program will be used. This Task Force will be made up of representatives from governmental agencies, school boards, community programs, state and federal agencies.*

A small Advisory Council has been established (See page 96 for a review of the membership). The membership needs to be expanded to get more community representation.

The evaluator concluded that the project only partially fulfilled this evaluative statement.

11. *Volunteers will be utilized to help carry out the reading program, "Operation New Horizons."*

Members of RSVP have shown a willingness to assist with the reading program. The RSVP is very active in the area of north Alabama. The project is prime sponsor of the RSVP program for Jackson and DeKalb counties. RSVP is a working program with over 190 persons involved in some 23 different stations (points of assistance) in the two counties. RSVP

is also active in the other three (3) counties in the service area of the Applicant.

Two service clubs from a local high school have expressed interest in "Operation New Horizons." These would be from the peer group of the younger adults in the Right to Read program.

Members of the Neighborhood Youth Corp in its in-school program and CETA in its summer program have also shown strong interest in "Operation New Horizons," a project which has the support and backing of both for recruitment as well as for administering.

Students on the Work-Study program at Northeast Alabama State Junior College (the Applicant), will also be used in carrying out the proposed "Operation New Horizons."

There will be times when these people in the Work-Study program will act as taxis for the home tutors. This may be particularly true in the case of members of RSVP acting as volunteers and many of these RSVP members being unable to drive because of lack of transportation and/or age. Still, if these RSVP members are driven to the work, they can definitely fulfill a useful service as shown in the 23 stations in which some 290 persons are actively involved.

The Work-Study student may himself/herself be directly involved in the home tutoring reading program and/or at the campus center which will house the college-based facilities, materials, and office of "Operation New Horizons."

Nineteen volunteers have given their time and services in aiding these adult learners. These volunteers have been involved in recruiting, preparing materials, and in teaching on the campus and in satellite centers.

The evaluator concluded that for the first year of operation, the project has done an acceptable job in meeting this evaluation criteria.

12. *Data will be gathered in pre- and post-tests designed to determine measurable differences in the learner's self acceptance.*

No evidence exists to indicate this evaluative statement has been fulfilled.

13. *A pre- and post-test evaluation by the instructors either on the campus site or in the place of the home tutoring relative to how the participant has accepted and grasped the project. As with the entire approach to the project, it is difficult to have any set standards of testing and/or materials and/or regular testing patterns since everything must, of necessity, be geared to the one-to-one basis. Psychologically, it would be damaging to egos and possible potential growth to discourage a participant by measuring him/her against another because there are so many varying factors involved in the participants in such a project as the Reading Academy and "Operation New Horizons." Upgrading the participant in all phases of life, possibly long denied because of the inability to read or the slowness to comprehend what was read, is a real and positive objective of this project. For this very personal reason, tests, as generally known, will be waived in lieu of personal evaluation by the instructor who has worked closely with the participant and will be able to know the progress.*

The project uses subjective evaluation by the instructors as a criteria of accessing progress made by the adult learner. However, after the adult learner is comfortable in the setting, the ABLE test is used to some degree for accessing gains.

The evaluator concluded that the project has done a commendable job in meeting this criteria. However, better records need to be kept reflecting on this statement.

14. *Data will be gathered to show the progress made by participants in "Operation New Horizons." Data will also show contacts through this project for other adults who might become a part of "Operation New Horizons." In this way the collected data could later be used in further recruitment processes.*

Some limited data has been gathered to show progress made by the adult learners (See page 88 and page 97).

15. *Data will be gathered to further show the percentage of participants who have been able to acquire new and/or better jobs because of the increased ability or the new-found ability to read.*

See page 92 for discussion relative to this statement.

Reporting Findings

Observations made concerning specific program objectives, evaluation questions, and other critical program components led to the following conclusions:

1. The "Operation New Horizons"--Right to Read--Adult Reading Academy staff, for the first year of operation, did an acceptable job in developing a Reading Academy that would help to eliminate functional illiteracy from the service area at the rate of 200 annually, even though it did not fully meet its objective (Objective 1). One hundred fifty-nine adults were recruited into the project and 115 adults remain in the program at this time.
2. The project was reasonably successful in developing a network of community and home-based as well as campus-based reading within the service area of Northeast Alabama State Junior College which collectively and individually set about to accomplish the prime objective of giving adults of the area new horizons through reading and/or the ability to read (Objective 2). Ten satellite centers were established in three of the five counties in the projects service area. Twenty adult learners are involved in the home-based instructional program.
3. Considering the basic characteristics of these adult learners, the project staff is doing an acceptable job in: (1) working totally on a one-to-one basis with each adult who is either unable to read at all or unable to comprehend and/or understand what is read; (2) developing or selecting materials according to individual needs and interests; (3) utilizing materials related to employment tasks, consumer information, health and welfare services and current events to better help the adult in the reading program be more in tune with today's world (Objective 3).
4. The project has not added significant numbers of adults to the payrolls of the various businesses, and industries and agencies of the area. However, after reviewing the employment characteristics and the rationale of these adults for enrolling in the

Academy, it is felt that maybe this phase of the project is not as applicable as it was anticipated (Objective 4).

5. The project staff made considerable effort to bring as many adult learners as possible (28) to the campus of Northeast Alabama State Junior College, the base of "Operation New Horizons."
6. For the first year of operation, the project did an acceptable job in carrying out a home-tutoring plan for the Reading Academy. Twenty adults were receiving home-based instruction through this home-tutoring plan.
7. The project staff are attacking the problem very realistically and have done a commendable job in: (1) diagnosing reading difficulties of the adult learners and (2) prescribing methods and materials to accommodate these adults.
8. The project was fairly successful at its beginning in involving the community and community resources as essential ingredients of the Reading Academy.
9. An Advisory Council has been established for the Reading Academy with qualified people. However, only to a very limited degree is it (1) representative of the community and (2) involved in developing and administering "Operation New Horizons."
10. One hundred five (91.3%) of the 115 adult learners entering the Academy at a reading level of grade five or below demonstrated an achievement rate of one grade level or more during the year. The project did a commendable job in improving the reading levels of the adult learners in the Reading Academy.
11. The project staff has done a good job in selecting and developing materials which are in keeping with the heritage and language of the adult learner and has a certain identification with them.
12. The in-service training of the project staff centered around providing the staff experiences related to the adult learning process and learning progress rates. Some activities also dealt with recruitment and pre-orientation of adults. No formal in-service evaluations were made of in-service activities. It was concluded that an adequate effort was made, particularly at the beginning of the project, in providing in-service training for project participants.
13. Only minimum effort has been made in utilizing a Task Force comprised of wide community representation to expedite the program.

14. Acceptable use, for the first year of operation, was made in utilizing volunteers (19) to help in carrying out the program. Volunteers were utilized in recruiting, preparing materials, and in providing instruction.
15. No evidence exists to indicate a pre- and post-test was designed and given to determine measurable differences in the learner's self-acceptance while they were enrolled in the project.
16. The instructors seem to do a commendable job in using their judgment in accessing the entering reading levels of the adults at the beginning of the project before the adults have become familiar enough with the project to somewhat formally test.

It is felt that many of the components of this Right to Read, Adult Reading Academy Program, could and should be utilized in recruiting and teaching the functional illiterate adult in almost any setting. Overall, it is felt that the project has been very successful for its first year of operation.

Recommendations

Based on the success demonstrated and other related discussions of this report with regard to this project at Northeast Alabama State Junior College, "Operation New Horizons"--Right to Read--Adult Reading Academy, the following recommendations were made by the third party evaluator:

1. That the Reading Academy be funded for another year because of its contribution and potential contribution in eliminating functional illiteracy of adults in the area.
2. That a new and intense recruitment campaign be initiated to gain more participation in the Academy. This will not only aid more adults but will increase program efficiency.
3. That the instructors in the Academy continue their efforts in attempting to work, as much as possible, on a one-to-one basis with these special adults.
4. That every effort be made to establish programs in Marshall and Madison Counties, two of the five counties in the service area where no programs presently exist.
5. That through the more active use of volunteers and paraprofessionals more adults could be served by the project, especially home-based adults.
6. That the Advisory Council be expanded to be more representative of the community and be utilized more in planning and further development of the Reading Academy.
7. That a series of workshops be conducted focusing on: (1) recruitment of the adult learner and (2) development of instructional materials for the adults centering around employment task, consumer information, health and welfare services, and current events. By utilizing all instructors in the development of materials, it is felt that more materials and a wider variety of materials will be developed and utilized.

8. That better records be kept regarding the progress of the adult learners.
9. A pre- and post-test needs to be designed to determine measurable differences in the adult learners self-acceptance, while they are enrolled in the project.
10. That paraprofessionals be hired to work in the Reading Academy.